



Doc. Ref: **BerkeleyPrimary-28-003**  
Page No.: **1 of 5**  
Doc. Date: **Autumn Term 2016**

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## Special Educational Needs and Disabilities (SEN D)

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<b>Verified by</b>	The Governing Body
<b>Approved by</b>	Community and Standards Committee
<b>Review Date</b>	Autumn Term 2017

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## 1.0 Introduction

Berkeley Primary School values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. All children with Special Educational Needs and Disabilities (SEN D) are valued, respected and equal members of the school. As such, provision for pupils with SEN D is a matter for the school as a whole. All teachers are teachers of children with SEN D. The governing body, Headteacher, SENCO and all other members of staff share the responsibility for ensuring this policy is fully implemented.

## 2.0 Objectives

- To ensure that the nature, culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEN D (including gifted and talented children).
- To enable pupils with SEN D to maximise their achievements by ensuring that the needs of pupils with SEN D are identified, assessed, provided for and regularly reviewed. The impact of provision should be monitored and action taken regarding any findings.
- To achieve this we:
  - Ensure that all pupils with SEN D are offered full access to a broad, balanced and relevant curriculum including the Early Years Foundation Stage (EYFS) (Preschool and Reception) and the National Curriculum as appropriate.
  - Work in partnership with parents to enable them to make an active contribution to the education of their child.
  - Take the views and wishes of the child into account.
  - Adhere to the SEN D Code of Practice.
  - Ensure appropriate use of the school's SEN D budget.
  - Update our practice in line with national guidelines or other good practice.
  - Develop inclusive teaching strategies and resources and adapt their use according to need.

## 3.0 Roles and Responsibilities

- **SENCO** – Mrs Debbie Marklove – [head@berkeley.gloucs.sch.uk](mailto:head@berkeley.gloucs.sch.uk)
- **Family and SEN D Support** – Mrs Louise Turner – [SEN@berkeley.gloucs.sch.uk](mailto:SEN@berkeley.gloucs.sch.uk)
- **Governor responsible for SEN D** – Mr Nick Hull – [admin@berkeley.gloucs.sch.uk](mailto:admin@berkeley.gloucs.sch.uk)

**3.1** The Governing Body (represented by the SEN D Governor), in co-operation with the Headteacher, determines the school's general policy and approach to children with SEN D, establishes appropriate staffing and funding arrangements and maintains a general overview of the school's work, which it reports to parents annually. As part of this role, s/he will work with the SENCo and SLT to write, monitor and review the schools SEN D report as displayed on the school website.

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- 3.2** The Headteacher has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEN D. The Headteacher keeps the governing body fully informed and works closely with the Family and SEN D Support (F & SEN D S) to ensure effective provision for all. In line with the SEN D report.
- 3.3** The F & SEN D S has responsibility for the day to day operation of the SEN D policy and for co-ordinating provision for pupils with SEN D. The F & SEN D S regularly liaises with teachers, Preschool Leader, Teachings Assistants, EYFS practitioners, parents and support agencies and oversees the records of all children with SEN D, including My Plan's, My Plan plus and Education Health and Care Plan (EHCP).
- 3.4** All class teachers and the Preschool Leader are responsible for the day to day planning and provision of support for pupils with SEN D in each class. Each senior person works, in co-operation with the F & SEN D S, Teachings Assistants, EYFS practitioners and parents to ensure that the needs of pupils are met. They are responsible for managing the intervention programmes and for keeping information relating to pupil progress. They are responsible for the creation, day to day implementation and review process of My Plan's, My Plan plus and EHCP's
- 3.5** The SENCO has overall responsibility of SEN D provision whilst working closely with the F & SEN D S and reporting to the Governors.
- 3.6** Teachings Assistants and EYFS practitioners work closely with teachers and the F & SEN D S to plan and deliver the programmes of work for pupils with SEN D, and are responsible for collecting and passing on information to class teachers and the F & SEN D S relating to pupil progress.
- 3.6** Non-teaching staff are informed of the needs of pupils with SEN D and respond to their needs accordingly.

#### **4.0 Admission Arrangements**

- 4.1** The Headteacher is responsible for the admission arrangements which accord with those laid down by the local education authority. The school acknowledges its full responsibility to admit pupils with already identified needs, as well as identifying and providing for those not previously identified as having SEN D.

#### **5.0 Access to Facilities**

- 5.1** It is the aim of the school to provide access for all pupils with SEN D. An action plan has been drawn up showing how the school intends to address aspects of the Disability Discrimination Act.
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## **6.0 Access to the Curriculum**

- 6.1** All pupils have the entitlement to a broad, balanced and relevant curriculum. All pupils with SEN D are taught for most of the week with their peers in mainstream classes by class teachers and study the curriculum appropriate for their age and ability. Where appropriate, support is provided in the classrooms by Teachings Assistants to facilitate this. There are occasions when pupils are withdrawn from the classroom; 1:1, small group work, mixed year groups and ability grouping across two year groups
- 6.2** In addition to the statutory curriculum, the school provides a wide variety of additional activities. Pupils with SEN D are encouraged and supported to join in and benefit from these activities.

## **7.0 Provision**

- 7.1** A register of pupils with SEN D is maintained. It is reviewed and updated by the F & SEN D S and SENCO as appropriate.
- 7.2** The needs of pupils are matched against criteria issued by the LA. The needs of the pupils are then met by High Quality Teaching (Universal)  
When the school or parents identify that a child has SEN D, the class teacher and/or Preschool Leader devises interventions which are additional to or different from those provided as part of the school's usual differentiated curriculum. Parents are consulted at an early stage to discuss with them the nature of additional support which may be appropriate and their role in this process. Targets and appropriate strategies to help pupils meet them are recorded in My Plan's, My Plan pluses and EHCP. These are reviewed three monthly in consultation with parents and pupils.  
**EHCP:** The F & SEN D S and class teacher and/or Preschool Leader, in consultation with parents, ask for help and support from external services where available. Additional or different strategies to those at Universal, and ones which take in to account the advice of specialists, are put in place through the development of an EHCP. These are reviewed three monthly as appropriate for the individual child. This is done in consultation with parents, teachers and other outside professionals.
- 7.3** Pupils whose needs cannot be met by My Plan Plus, may begin the formal assessment process towards an **Educational Health Care Plan**. This is the responsibility of the LA. The school manages EHCP's according to the requirements and guidance of the Plan and the advice of other professionals.

## **8.0 Strands of Action to Meet Special Educational Needs and Disabilities.**

- 8.1** Action to meet pupils' special educational needs falls within four broad strands:
- assessment, planning and review
  - grouping for teaching purposes
  - additional human resources
  - curriculum and teaching methods.
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The schools SEN D report clearly states the schools provision and can be found on the school website, [www.berkeleyprimary.org.uk](http://www.berkeleyprimary.org.uk)

## **9.0 Monitoring and Evaluation**

**9.1** The school, including the governing body is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the governing body is accountable to the parents for the quality of education provided for and the achievements of pupils with SEN D. Information is collected in a variety of ways including:

- Regular observation of teaching.
- Analysis of the achievement and attainment of pupils with SEN D.
- Success criteria in respect of My Plan, My Plan plus or EHC plan targets.
- Scrutiny of teacher's planning and pupil's work.
- The views of parents and pupils.
- Regular monitoring by the SEN D Governor.
- Maintenance of assessment records that show progress over time.
- Meetings between class teachers and

## **10.0 The Role played by Parents of Pupils with SEN D**

**10.1** The school believes that all parents of pupils with SEN D should be treated as equal partners. The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice.

**10.2** Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEN D framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision making processes about SEN D provision.

## **11.0 Review**

**11.1** The Special Educational Needs and Disabilities Policy will be reviewed by the SEN D Co-ordinator, the F & SEN D S, staff and Governors in line with the School Development Plan during Autumn 2017.

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