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Special Educational Needs and Disabilities (SEND)

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Introduction

Berkeley Primary School values the contribution that every child and young person can make and welcomes diversity. The school seeks to raise achievement, remove barriers to learning and ensure physical and curricular access for all. All children with Special Educational Needs and/or Disabilities (SEND) are valued and respected as equal members of the school. At Berkeley Primary School we believe that each pupil has individual and unique needs. However, some pupils require more support than others to achieve their potential. We acknowledge that a significant proportion of pupils will have SEND at some time in their school life. Some children may need a little extra support for a short period to help them overcome temporary needs whilst others may need support for longer. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. Provision for pupils with SEND is a matter for the school as a whole; all teachers are teachers of children with SEND. The Governing Body, Headteacher, SENCO and all other members of staff share the responsibility for ensuring that this policy is fully implemented.

1.Aims

Berkeley Primary School SEN policy and the accompanying information report, aim to provide all pupils with strategies to reach their full potential in a supportive environment and to give them meaningful access to the National Curriculum. In particular, we aim to:

- To enable every pupil to experience success by developing inclusive teaching and learning strategies.
 - To provide high quality teaching, differentiated for individual pupils.
 - To ensure that the needs of pupils with SEN are identified early, assessed, provided for and regularly reviewed.
 - To ensure that all pupils with SEN are offered full access to a broad, balanced and relevant curriculum including the Foundation Stage and the National Curriculum as appropriate.
 - To effectively deploy teaching partners or other specialist staff to support learning
 - To work in partnership with parents to enable them to make an active contribution to the education of their child.
 - To Work in partnership with other professionals and support services.
 - To promote individual confidence and a self-esteem
 - To give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
 - To ensure that children with SEND have opportunities to have their opinions, views and wishes taken into account in any matters affecting them
 - To provide a Special Educational Needs Coordinator (SENCo) who will lead and manage SEND provision through implementing this SEND Policy and advise on appropriate use of the SEND budget
 - To provide support and advice for all staff working with special educational needs pupils
 - To work within the guidance provided in the SEN Code of Practice (CoP) 2014 and to follow Graduated Pathway for SEND (detailed below)
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2. Legislation, compliance and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0-25 January 2015
- Schools SEN Information Report regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 9 July 2014)
- Teachers Standards 2012

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty and/ or disability that calls for special educational provision to be made for them. (SEND Code of Practice Jan 2015)

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of others of the same age, or

A disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Special Educational needs falls into four broad categories:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health (previously Behaviour, Emotional and Social Development)
4. Sensory and/or Physical

Some children may fit clearly into one of these categories, whereas some may cover two or more areas. Assessment will take place to ascertain an accurate detail of a child's specific needs.

Some children and young people who have SEN may have a disability under the equality Act (2010). Disability is defined as '...a physical or mental impairment which has a long term and substantial



adverse effect on their ability to carry out normal day to day activities' In this definition 'long term' is defined as 'a year or more' and 'substantial' as 'more than minor or trivial'. This includes sensory impairments (affecting sight and hearing) and long-term health conditions (asthmas, diabetes, epilepsy, cancer etc.). Children with some of these conditions do not necessarily have SEN but there is a significant overlap. Where a disabled child or young person requires SEN provision they are covered by the SEND definition.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Mrs Rachel Carrick. She will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
 - Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
 - Work with the Head teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school
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4.3 The Headteacher

The Headteacher will:

- Work with the SENDCO and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class,
- Working closely with any teaching partners, or specialist staff, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5.The SEND CYCLE

In line with the Code of Practice (January 2015), the school adopts a graduated response to meeting pupils' needs. Provision for children with SEN is seen as a whole school responsibility. Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff. Quality First Teaching differentiated for individual pupils is the first step in responding to pupils who may have SEN. Class teachers are responsible for writing My Plans and monitoring progress on a day-to-day basis. My Plans are written and reviewed with a continuous cycle of 'Listen, Plan, Do Review' to enable the child with SEN to learn and progress. Children with SEN have additional support within the classroom from either the class teacher or teaching assistant, and when appropriate and possible, they may receive individual support or work in small groups.

My Plan

If a child is not making adequate progress it may be necessary to take action and provide interventions that are in addition to or different from those provided as part of the schools usual differentiated curriculum.

At this stage evidence is gathered by the class teacher together with the SENCo and parents and the nature of additional help would be decided. The class teacher would continue to be responsible for working with the child on a daily basis, planning targets to put on the child's My Plan. The SENCo works collaboratively with the class teacher. Children who are on the SEN Register for English and/or Maths will have targets set in class matching their particular need.

Review

Plans are reviewed and updated three times per year. Involved in this review is the child's class teacher, SENCo, parents and the child where appropriate.

My Plan+



If a child continues to make little or no progress a request may be made for help from external services. This decision will be taken by the SENCo, and the class teacher, in consultation with parents, when appropriate. Although it will vary, external agencies will usually see the child, advise on targets, provide more specialist assessments and measure pupils progress. Some agencies may also choose to work with the child on a one-to-one basis and provide support for parents.

Review

Plans are monitored and updated three times a year. This will involve a review where the class teacher, SENCo, parents, the child and appropriate external specialists discuss the child's needs, targets that have been met/set and ways forward.

Request for Education and Health Care Plan (EHCP) – previously known as a Statement of Special Educational Needs

Information is gathered by the SENCo and external specialists. My Plan+ will be used to identify whether a child has demonstrated significant cause for concern. The information gathered is used as evidence to send to the LA who will make a decision about whether an EHCP is appropriate.

Whilst this process is taking place, the child will continue to be supported by the school at a My Plan+ level.

Children with an EHC Plan (Previously known as a Statement of Special Educational Needs)

In the event of any assessments leading to an EHC Plan the school will use the information to implement targets and strategies in order to provide appropriate support.

Review

EHC Plans are reviewed on an annual basis. This is carried out by the SENCo, the child's class teacher, the parents, an LA representative, if appropriate, and all professionals involved with the child. During the review, consideration would be made about whether the child has made progress over the last twelve months and whether amendments need to be made to the existing EHC

6. Monitoring and Review

This policy and information report will be reviewed by the SENDCO, Headteacher and SEND Governor **every year**. It will also be updated if any substantial changes to the information are made during the year. It will be approved by the governing board.

7. Links with other policies and documents

This policy should be read in conjunction with Berkeley Primary school SEND

Information Report 2021/22. This policy links to our policies on:

Disability, Equality and Accessibility plan

Child Protection Policy

Behaviour Policy

Pastoral care policy

Anti-bullying Policy

Offer of Early Help

Single Equality Policy

Intimate Care Policy