

BEECHWOOD JUNIOR SCHOOL

**SPECIAL EDUCATIONAL NEEDS
AND DISABILITY (SEND) POLICY**

2023 - 2024



Together we can!



Edwin Jones
PARTNERSHIP

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Section 1

Purpose and Intent

When children come to Beechwood, we want them to be excited by learning. We are fully committed to promoting inclusion of all children through a curriculum offer that endeavours to open their minds to what is possible by expanding their range of first-hand, emotionally engaging, real-life experiences. We believe that all children have the right to be educated within their peer group where they will have the freedom and confidence to think for themselves and continue to ask questions about their place in the world around them. Every child will believe in their capacity to expand their capabilities.

As well as expanding their horizons, we want all children to feel celebrated and valued, regardless of their abilities, behaviours, gender, religion or ethnic background and believe in preparing our children for the future by equipping them with the essential knowledge and skills that will enable them to thrive in whatever context they find themselves in. Our ethos and approach to our curriculum demonstrates how we support all children to become successful learners, confident individuals and effective contributors in our ever-changing technological world.

At Beechwood, we employ a variety of learning approaches to nurture each individual pupil to achieve their own ambitions and those the school has for them. They are supported by high-quality teaching, first-class pastoral care and a firm commitment to the school's core HEART values: Honesty, Effort, Achievement, Respect and Teamwork.

This SEND Policy outlines how we ensure all pupils with SEND are supported to thrive during their educational careers while at Beechwood Junior School.

This policy complies with the statutory requirements detailed in the SEND Code of Practice (2015) and has been written with reference to the following guidance and legislation:

- **Equality Act (2010)**
- **Children and Families Act (2015)**
- **Beechwood Junior School's SEND Information Report (2022/23)**
- **Statutory Guidance on Supporting Pupils at School with Medical Conditions (2015)**
- **The National Curriculum In England KS2 framework document (2013)**
- **Supporting pupils at school with medical conditions (2014): statutory guidance from the Department for Education**

This policy has been developed in consultation with the Head Teacher, Senior Leadership Team, Hamwic Trust and current parents of pupils learning with SEND.

Person responsible for SEND Provision at Beechwood Junior School:

Lucy Baker (SENCO & Inclusion Lead)

Juniper Road, Southampton, Hampshire, SO18 4EH. Telephone: 023 8022 7692

Email: lucybaker@beechwoodjuniorschool.co.uk

Section 2

School Ethos and Inclusion of pupils with SEND

At Beechwood Junior School we are committed to:

- Ensuring each child is supported in achieving their full potential.
- Identifying (early indicators of) SEND as early as possible.
- Providing appropriate support tailored to each child's individual needs
- Providing quality first teaching for all children, including those learning with SEND
- Enabling all children to have full access to all elements of our school curriculum
- Accurately assessing the learning and progress of pupils learning with SEND
- Consulting with parents and carers of pupils with SEND, informing them regularly of their child's learning and progress.
- Improving attainment of pupils learning with SEND
- Providing appropriate training and support for all staff.

This is interwoven through our existing policies to ensure that the education of Pupils with SEND at Beechwood is a priority for all staff. The following policies can be found on our school website which give further information:

- Admissions Policy
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Contenance and Toileting Policy
- Equality Policy
- Exclusions Policy
- PE Policy
- PSHE Policy
- RHE Policy

Universal Provision and Quality First Teaching:

We adhere to the SEND Code of Practice (2015) and follow a Graduated Approach to SEND; recognising that all teachers are teachers of SEND and Quality First Teaching is the key to supporting all learners, especially those with Special Educational Needs.

Teachers are responsible for assessing and carefully monitoring the progress of their pupils and supporting needs as identified by the SENCO & Inclusion Lead or external agencies. This is achieved through use of Quality First Teaching general provision, along with reasonable adjustments which may include: personalised, short-term learning targets based on individual units of work, carefully planned differentiation and/or assessment for learning to identify children in need of further scaffold or support, support within class through small groups and individual support which is delivered by class teachers and/or support staff such as flexible grouping or workshops.

Through making reasonable adjustments:

- The learning needs of all children and young people are considered, ensuring support and challenge for learners – with high expectations for all
- Lesson planning, involving everyone working with the children considers prior learning based on assessment. This includes differentiation and clear success criteria
- Teachers employ a planned range of teaching skills, strategies and approaches to engage all learners
- Teaching considers the use of language ensuring it is matched to the needs and circumstances of the learner
- Teachers provide clear explanations of teaching points and use appropriate questioning to develop understanding and to set challenges
- Teaching is based on clear objectives that are shared with the children and reflected upon; vocabulary is clearly explained; interactive teaching styles are employed that make maximum use of visual and kinaesthetic as well as auditory/verbal learning.
- Support staff are deployed appropriately and know how to support learning, adding value to the lessons delivered by the class teacher.

Early Identification of SEND:

The SEND Code of Practice (2015) defines a child or young person as having a Special Educational Need if they have a learning difficulty or disability which calls for special educational provision to be made for them, additional to the support normally provided in the classroom and educational setting.

The SEND Code of Practice (2015) outlines four areas of difficulty. It is recognised that children learning with SEND may experience difficulties in more than one area:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/ or Physical

We aim at all times to involve individual pupils in planning for and reviewing the provision for their needs alongside their parent/carer, teacher and support staff. This may also include the consultation of and involvement with external agencies and providers of support.

As set out in Section 5 of the SEND CoP (2015), we accept the principle that pupils' needs should be identified and met as early as possible. Through collaboration and discussions with parents/carers, feeder schools and external agencies, we work to gain understanding of any SEND provisions already in place so as to ensure appropriate review of the child's progress.

Types and Categories of SEND:

- Specific learning difficulty (SpLD)
 - Such as dyslexia, dyspraxia, attention deficit-hyperactivity disorder (ADHD), dyscalculia and dysgraphia.
- Moderate learning difficulty (MLD)
 - Attainment is significantly lower than that of their peers specific programmes are required to aid progress in cognition and learning.

- Severe learning difficulty (SLD)
 - Significant intellectual or cognitive impairments.
- Speech, language and communication needs (SLCN)
- Social, emotional and mental health (SEMH)
- Autistic spectrum disorder (ASD)
- Visual impairment (VI)
- Hearing impairment (HI)
- Multisensory impairment (MSI)
- Physical disability (PD)

The SENCO & Inclusion Lead co-ordinates and oversees the support and involvement of external agencies, working closely with parents and teachers to ensure that recommendations and appropriate provisions are in place where needed. External agency involvement can vary depending on the service and type of support needed and includes educational advice, guidance and intervention support to be put in place at school.

External agencies include:

- Child and Adolescent Mental Health Services (CAMHS)
- Mental Health in Schools Team (MHST)
- Educational Psychologists
- Occupational Therapists
- Speech and Language Therapists
- Physio Therapists
- Social Care
- School Nurse service
- Health Visitors
- GPs
- Paediatricians
- Specialist (Advisory) Teachers

At Beechwood we recognise that parents are the experts on their children and aim to work together with parents to ensure their child is receiving the most appropriate support which enables them to succeed and thrive. Through discussion with class teachers and the SENCO & Inclusion Lead, parents are invited to be involved in discussions about their child's individual support and provision as well as contributing to assessments of interventions through the use of meetings and mediums such as parent surveys or pre/post-intervention questionnaires.

The SEND CoP (2015) states that:

"Children have a right to receive and impart information, to express an opinion and to have that opinion taken into account in any matters affecting them from the early years. Their views should be given due weight according to their age, maturity and capability (Articles 12 and 13 of the United Nations Convention on the Rights of the Child)."

Pupil voice is considered and gathered at every stage of supporting pupils with SEND, taking into consideration the aspirations and needs of the children as individuals. We recognise that every child has the right to an opinion and to exercise choice and control over the support they receive. All pupils with SEND have opportunity at least twice a term to review and discuss their provision and support as well as being actively involved in their individual target setting and reviewing process with their class teacher.

Section 3

Leadership and Management of SEND

The SENCO & Inclusion Lead, along with the Senior Leadership Team (SLT) work with all teachers and support staff to ensure a culture of high expectations is established and maintained, which expects all pupils with SEND are supported and included in all the opportunities available to other children so they can achieve well.

The SLT regularly review how expertise and resources used to address SEND needs can be used to build the quality of whole-school provision as part of our approach to school improvement. The quality of teaching for pupils with SEND and the progress made by pupils is a core part of the school's performance management arrangements and approach to professional development for all teaching and support staff.

At Beechwood we follow a Distributed Leadership model, where the SENCO & Inclusion Lead together with SLT empower and support teachers and support staff to identify any patterns in the identification of SEND, to make regular assessments, both within the school and in comparison with national data, and use this to reflect on and reinforce the quality of teaching as per the needs of the pupils.

For those pupils who are identified as being on the school's SEND Register, their progress is closely monitored and evaluated through the use of Pupil Passports. Pupil Passports are used to follow the Plan, Do, Review cycle of assessment as outlined in the SEND Code of Practice (2015). This approach allows for the close tailoring and monitoring of individual targets personalised to the child's learning needs, where necessary.

All staff regularly receive training, at least once a half term, by either the SENCO & Inclusion Lead, SLT or external agencies on specific SEND areas. This follows evidence-based research and practise as identified through the Education Endowment Foundation and recommendations for practice. Through working closely with external agencies and Hamwic Trust, external training providers and experts within the field of SEND are also utilised for effective, quality staff development and training.

Governor responsible for governance of SEND at Beechwood Junior School:

- Nina Sverdvik

Section 4

A Graduated Response to supporting SEND

The SEND Code of Practice (2015) states that pupils are identified as having SEN if they do not make age-related or adequate progress once all reasonable adjustments, provisions and additional interventions, alongside quality first, personalised teaching have been made.

We strive to provide quality first teaching in every lesson, for all pupils. Class teachers are fully responsible for the learning, development and progress of all pupils in their class, including providing pupils with access to additional provision and support where appropriate.

Through following a Graduated Response to SEND, the support for all pupils is categorised in waves, which is separated into stages. This is reviewed each half term and pupils' provision is assessed and evaluated accordingly. We will regularly monitor and assess all pupils with SEND to ensure that the provision continues to have a positive impact on their attainment and progress. This is done through collaboration with SLT, SENCO & Inclusion Lead, year teams and support staff.

Wave 1: All pupils

Stage 1: Universal provision for all

Part of the Quality First Teaching general provision, along with reasonable adjustments which may include:

- Personalised, short term learning targets based on individual units of work
- Carefully planned reasonable adjustments and scaffolds (previously known as differentiation).
- Assessment for Learning to identify children in need of further scaffold or support which is identified through the use of the support scale.

Stage 2: Early intervention support:

In addition to stage 1:

Support within class through small groups and individual support which is delivered by class teachers and/or support staff (E.g. flexible groups, cutaway, workshops)

Wave 2: Some pupils

Stage 3: Targeted additional support

In addition to stages 1-2:

- Additional group or individual programmes
- Evidence based interventions with pre and post data
- Teacher responsible for early identification and meeting of needs under SENCO supervision
- Monitoring to consider placement on or off SEND Register

Stage 4: Targeted, intensive additional support (Entry onto SEND Register)

In addition to stages 1- 3:

- Multi-professional support is sought and followed
- Individual Education Plan/ Pupil Passport following a termly ADPR cycle.
- Identified on school SEND Register and provision map
- Evidence gathering of ADPR cycles in consideration of a request for statutory assessment and Education, Health and Care Plan.

Through Wave 2 provision (where wave 1 provision has not been sufficient to meet individual needs):

- The SEND Register is monitored and reviewed on a termly basis.
- Pupil's progress and attainment is closely monitored and provision reviewed accordingly
- Targeted interventions are planned and delivered, under the supervision of the SENCO & Inclusion Lead.
- Individual needs are recognised, addressed and met through intervention which can be learning based or through pastoral / ELSA / SEMH / support
- External agency and professional advice implemented and reviewed such as via SAOS, EP, CAMHS and other external agencies and professionals.
- Training and coaching support given to staff delivering this level of provision to ensure optimum outcomes and impact – led by SENCO & Inclusion Lead
- Parents play an active role in their child's provision and are kept well-informed of their child's progress

Wave 3: Few pupils**Stage 5: Provision over and above stage 4**

- Education, Health and Care Plan obtained, provision is monitored and in place
- Annual Reviews monitor progress
- Alternative provision and pathways considered and in place where necessary.

Through Wave 3 provision (where wave 1 and 2 provisions have not been sufficient to meet individual needs):

- Provisions as set out in their EHCP are evident and support the child's learning.
- Clear range of strategies and approaches to support differentiated day-to-day teaching is agreed by all those involved, based on specialist advice
- Targeted, intensive additional provision that addresses the pupil's needs is planned, with agreed outcomes and review points, EHCPs are routinely monitored every half term – including work sample, pupil voice and provision audit
- Any additional training for teachers and support staff is arranged

In line with the guidance provided in the SEND Code of Practice (2015), once a pupil has been identified as learning with Special Educational Needs, it is the school's responsibility to record each individual's needs on their SEND register.

The SENCO & Inclusion Lead is responsible for ensuring relevant assessment and attainment data is maintained using the school's provision map.

Criteria for exiting the SEND Register:

Following the Graduated Approach, if a pupil's progress accelerates and comes within the 'average' requirements for their age and no longer requires additional support to sustain this, then they will exit the SEND register. This will be discussed and celebrated both with the child and their parents. Following their exit, their progress will be monitored closely through pupil progress meetings attended by senior leaders as well as through regular assessment and monitoring completed by their class teacher.

Education Health and Care Plans (EHCPs)

Where a pupil has significant, severe and sustained needs, and the steps taken by the school do not result in expected progress being made, the school and parents may need to consider requesting an Education, Health and Care Plan.

The SENCO & Inclusion Lead in collaboration with parents, will make a referral to the Local Authority to request an EHC Plan when a pupil has a Special Educational Need which will require significant, specifically targeted, long term support in order for the child to make progress.

We will comply with all local arrangements and procedures when applying for an Education Health and Care Plan and ensure that all requirements for application have been met through proactive additional SEN Support at an earlier stage.

Once an EHCP is obtained and in place, the SENCO & Inclusion Lead will work closely with class teachers and support staff to ensure the provisions as set out in Section F of the EHCP are in place and support the child to meet the annual steps as set out in the plan as well as proceeding to meet the end of Key Stage targets. Their progress will be reviewed annually in a formal Annual Review meeting to which all parties, including the pupil, parents, local authority and external agencies, are invited to attend. The local authority must complete a review of all EHCPs a minimum of every twelve months.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice (2015) and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

Section 5

Interventions

Additional intervention programmes may be necessary to ensure the expected progress can be maintained. At Beechwood we use a range of specific, evidence-based intervention programmes and our support staff are highly skilled and experienced in delivering these.

Our intervention offer addresses a broad range of needs and are utilised in line with the Graduated Response to SEND:

Wave 1 interventions:

- Pre-teaching
- Catch-up
- Fine Motor Skills
- Booster or focus groups

Wave 2 (stage 3) interventions:

- Little Wandle Phonics
- Little Wandle (Catch up programme)
- 10 in 5 booster
- 1st Class @ Number
- Hamish and Milo ELSA intervention
- TalkAbout Social Skills

Wave 2 (stage 4) interventions:

- Precision Teaching- Reading/ Spelling/Maths
- Targeted Intervention Group (TIG) Maths or Reading
- Toe by Toe
- Sensory Circuits
- SaLT

Wave 3 interventions:

- Attention Autism (Bucket Group)
- Lego Therapy

Section 6

Assessment of pupils with SEND

The SEND Code of Practice (2015) and Graduated Response sets out for stages of action: Assess, Plan, Do, Review (ADPR). The ADPR cycle is completed once a term.

Beechwood Junior School regularly monitors and evaluates the quality of provision for all pupils. This is done through lesson observations, work scrutiny, half termly review days and termly pupil progress meetings. Every year parents, staff and pupils are invited to give their views on all aspects of school life. In addition to this, the Governors and Trust meet regularly with the Senior Leadership Team and SENCO & Inclusion Lead to monitor, challenge and support the school at a strategic level.

On entry to Beechwood, all pupils complete baseline assessments in the core areas of learning as well as having targeted assessments where needed to ascertain accurate starting points. From this, teachers monitor the progress made and necessary adjustments are made through discussion with the SENCO & Inclusion Lead, in line with the Graduated Response to SEND.

Key Performance Indicators (KPIs) are used to assess pupil's progress against the National Curriculum. Where a child is working below Age Related Expectation (ARE), they will be assessed against the appropriate KPI, which in some cases may require working below the Key Stage. If a child is assessed as working Below Key stage (BKS), teachers may use the Pre-Key Stage Standards and Engagement Model to form accurate assessments, to monitor their progress and set appropriate targets for their next stages in learning.

Pupil Passports

Once a child has been placed onto the school's SEND Register (Wave 2 stage 4 of the Graduated Response to SEND), their progress will be closely monitored through use of a Pupil Passport.

Pupil Passports are used to follow the Plan, Do, Review cycle of assessment. This approach allows for the close tailoring and monitoring of individual targets personalised to the child's learning needs where necessary and takes into account the views, opinions and aspirations of the child. Up to three targets are set each term, which aim to address and remove barriers to learning through additional provision and intervention. Upon setting the target, teachers set a baseline and expected level of progress which is monitored at the mid and end of term which is overseen by the SENCO & Inclusion Lead. The pupils are invited to contribute in the assessment and target setting of their Pupil Passports.

Parents are kept informed of their child's progress using the Pupil Passports which are sent home each term and discussed during parent consultation meetings.

Section 7

Supporting Pupils with Medical Conditions

Beechwood Junior School recognises that a medical need is not necessarily a Special Educational Need or Disability and are experienced in supporting children with a variety of requirements.

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions and individual healthcare plans are used where needed to specify the type and level of support required to meet the medical needs of such pupils. It is important to recognise that some medical conditions do not constitute a SEND need.

Pupils at school with medical conditions are supported so that they have full access to all elements of the school curriculum, including school trips and physical education. As part of Quality First Teaching, all teachers make necessary arrangements to help pupils manage any medical conditions and overcome any potential barriers to getting the most from their education.

Where a pupil is disabled, the school will comply with its duties under the Equality Act 2010.

Where a pupil with medical conditions is identified as also having a SEND need, their provision is planned and delivered in a co-ordinated way along with their healthcare plan.

Section 8

Admissions and Transitions for pupils with SEND

No pupil can be refused admission to school on the basis of a special educational need. In line with the SEN and Disability Act, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. We support the Local Authority admissions criteria, which does not discriminate against pupils with special education needs or disabilities.

Where a child is identified as having SEND, the SENCO & Inclusion Lead will work closely with parents and feeder schools to ensure timely and accurate handovers are completed. This will include discussion about existing differentiation and support, external agency involvement, additional intervention where needed and recommendations for provision to ensure the transition is as smooth as possible.

We will ensure:

- Early and timely planning for transfer to a pupil's next phase of education
- Offer transition meetings to all pupils in receipt of Additional SEN support.
- Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings.
- Pupils are supported in coming to terms with transitioning to the next year group
- Pupils learning with SEN are familiarised with key adults
- Teachers and support staff provide emotional support during transition periods.
- Pupils and parents will be included in all transition activities with the next phase in their learning.

Where a pupil is transitioning to a new school, we will ensure:

- Pupils and parents are encouraged to consider all options for the next phase of education
- Where appropriate, outside agencies are involved to ensure information is comprehensive but easily accessible and understandable.
- Accompanied and additional visits may be arranged as appropriate.
- ELSA support, and social stories will be put in place if needed by the pupil.

Our admissions policy has due regard for the guidance in the Code of Practice and our Accessibility Plan should be read in conjunction with this policy.

Section 9

Accessibility

There are wheelchair ramps leading to reception and the playground which avoid using the stairs. There are steps between the building and playground exits on both sides of the building which could be adapted using a removable ramp to enable easy access if needed.

The school building is separated over two floors, comprising one set of U-shaped stairs and one set of bifurcated stairs. 9 of the 12 classrooms are situated upstairs and there is not currently a lift in place to enable the upper floor to be wheelchair accessible.

There are two blocks of toilets, one on each floor which include a disabled toilet within each block.

Section 10

School Trips, School Clubs & Extra Curricular Activities

Reasonable adjustments will be made to ensure full participation in wider school life is accessible to all children with SEND to ensure equal opportunities are provided and offered. Where necessary, external advice and support may be sought to ensure this is possible.

Teachers complete risk assessments ahead of particular practical lessons and any extra-curricular activities including trips and residential to ensure adequate planning and consideration is made in order to achieve full participation and engagement. Parents will be consulted where necessary about additional provision regarding trips and residential to ensure this is a successful and enriching experience.

For further information regarding trips, clubs and extra curricular activities, please refer to the Parent Handbook which can be found in your child's induction pack or on the school website at: <https://beechwoodjuniorschool.co.uk/parents/parent-handbook/>

Section 11

Local Offers

Through working closely with parents, carers, external agencies and the local community, our school-offer is as set out in this SEND Policy and the accompanying SEND Information Report which can be found on the school's website. We have access to a large number of external services whom the SENCO & Inclusion Lead can refer to where needed to either seek further support, assessment and recommendations to support pupils learning with SEND at Beechwood.

The Southampton City Council Local Offer sets out details of information, advice and support related to SEND can be accessed and how it is resourced. For further information about the Southampton City Council local offer please follow the link below:

<https://www.southampton.gov.uk/localoffer>

Section 12

Support for Families

The Children and Families Act (2015) denotes that local authorities are required to publish and review information about services available for children and young people with special educational needs and disabilities (SEND) aged 0-25 years.

Beechwood Junior School publishes a SEND Report: Meeting the Needs of Children with SEND, which is updated annually. This is a statutory requirement which outlines our offer of support for all areas of SEND. This is available on the school website.

Beechwood Junior School has a Family Support Worker, Lorraine Hamilton, who is there to help families in need of short or long-term, practical or emotional support, particularly when difficulties arise around attendance, parenting and the wellbeing of children. Through working closely with the SENCO & Inclusion Lead or Family Support Worker, further referrals may be made to external agencies for more targeted support for families in support their child at home.

Through working closely with Southampton Children's Services, it may also be necessary to refer families to the Children and Families First Service (formally Early Help) for further intervention and support with matters that are adversely affecting a child's development or wellbeing.

Further information regarding Children and Families First Service can be found here: <https://www.southampton.gov.uk/health-social-care/children/child-social-care/early-help/>

SENDIASS support is available for parents to access for advice and support. SENDIASS aims to empower children and young people with special educational needs/disabilities and their parents/carers to make informed decisions about education, health and social care. The service can be self-referred into by parents or the SENCO & Inclusion Lead can support parents with this and seeking further advice.

Further information regarding SENDIASS can be found here: <https://www.southamptonsendiass.info/>

Section 13

Monitoring Arrangements

The SEND Policy along with the SEND Information Report is reviewed and updated each year which is ratified by Hamwic Trust and the Board of Governors.

The Hamwic Trust Standards Officers hold termly reviews which evaluate the practise of all staff with a focus on monitoring teaching practise including SEND provision.

The board of Governors hold monthly review meetings and visit the school on a regular basis to work with the SLT to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Section 14

Complaints Procedures

If there are any complaints relating to the provision for children with SEND, these will be dealt with in the first instance by the class teacher, who is responsible for the provision for the children in their class. If there are further concerns or a matter is not improved following an initial discussion with the class teacher, a meeting will be held with the SENCO & Inclusion Lead.

If a matter is unresolved, it may be dealt with by the Head Teacher or evaluated by the Governor with SEND responsibility.

For more information or to view the school's complaints procedure, please refer to the complaints policy on the website:

<https://beechwoodjuniorschool.co.uk/shared-files/634/Complaints-Policy-Procedure-2021-2024.pdf>

Section 15

Roles and Responsibilities

Provision for pupils with SEND is a priority for the school as a whole. The Head Teacher, SENCO & Inclusion Lead and SLT are responsible for determining the policy and provision for pupils learning with SEND.

Designated Safeguarding Lead: Lucy Baker (SENCO & Inclusion Lead)

Deputy Safeguarding Leads: Mrs Lucy Phillips (Head Teacher), Mrs Catherine Street (Deputy Head Teacher), and Mrs Katie Furby (Assistant Head Teacher).

Member of staff responsible for managing PPG/LAC funding: Lucy Baker (SENCO & Inclusion Lead).

Member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils: Lucy Baker (SENCO & Inclusion Lead).