

**BEECHWOOD JUNIOR SCHOOL**

**SPECIAL EDUCATIONAL NEEDS  
AND DISABILITY (SEND) POLICY  
2021/2022**



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## Section 1

### Responsibilities and School Ethos.

At Beechwood Junior School we are fully committed to:

- Promoting the inclusion of all children
- Believing that all children have a right to be educated with their peer group
- All children feeling celebrated and valued, regardless of their abilities, behaviours, gender, religion or ethnic background
- Supporting all children to learn and reach their full potential.
- Believing that all teachers are teachers of children with Special Educational Needs (SEN).
- Ensuring all children access a broad and balanced curriculum matched to meet each individual's needs.

**This policy complies with the statutory requirements detailed in the SEND Code of Practice (2014) and has been written with reference to the following guidance and legislation:**

- **Equality Act (2010)**
- **Children and Families Act (2014)**
- **Beechwood Junior School's SEND Information Report (2019/20)**
- **Statutory Guidance on Supporting Pupils at School with Medical Conditions (2014)**
- **The National Curriculum In England KS2 framework document (2013)**

**This policy has been developed in consultation with the Head Teacher, Deputy Head, Senior Leadership Team, Board of Trustees and parents of pupils learning with SEND.**

#### **Persons responsible for SEND Provision at Beechwood Junior School:**

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## Section 2

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## **Aims and Objectives.**

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.

Pupil Passports are used to follow the Plan, Do, Review cycle of assessment as outlined in the SEND Code of Practice (2014). This approach allows for the close tailoring and monitoring of individual targets personalised to the child's learning needs, where necessary.

**The SEND Code of Practice (2014) 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 (2014) 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.

## **Section 3**

## Identification of Special Educational Needs (SEN)

We accept the principle that pupils' needs should be identified and met as early as possible. Through collaboration and discussions with parents/carers, we work to gain understanding of any SEN provisions already in place. This involves working directly with the child and parents, but we may also identify a need that requires additional support from an external agency.

### Types and Categories of SEN:

- 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)

### External agencies include:

- Child and Adolescent Mental Health Services (CAMHS)
- Educational Psychologists
- Occupational Therapists
- Speech and Language Therapists
- Physiotherapists
- Social Care
- School Nurse service

## Section 4

## **A Graduated Approach to SEND Support**

**The SEND Code of Practice (2014) 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 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.

The range of provision may include:

- Differentiated approaches through whole-class, high quality teaching
- Small group or individual intervention with Higher Level Teaching Assistant (HLTA) or Learning Support Assistant (LSA)
- Additional support to regulate behaviour and emotions with Pupil Support Team (PST)
- Differentiated resources
- Visual aids

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

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, year teams and support staff.

**In line with the guidance provided in the SEND Code of Practice (2014), 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 and Deputy Head are responsible for ensuring relevant assessment and attainment data is maintained using the school's provision map.

## **Section 5**

## Education, Health and Care (EHC) Plans

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 and Deputy Head 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, long term support.

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.

Pupils with an Education Health and Care Plan will have access to the provision detailed on their plan. Their progress will be reviewed annually in a formal meeting to which all parties are invited.

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

## Section 6

### Supporting Pupils and Families

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.

**The Children and Families Act (2014) 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.**

The Southampton Local offer can be found at:

<http://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page>

## Section 7

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## **Supporting Pupils with Medical Conditions and Disabilities**

Beechwood Junior School recognises that pupils at school with medical conditions should be properly supported so that they have full access to all elements of the school curriculum, including school trips and physical education. Where a pupil is disabled, the school will comply with its duties under the Equality Act 2010.

### **Section 8**

#### **Criteria for Exiting the SEN 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 SEN register. This will be discussed and celebrated both with them and their parents. Following their exit, their progress will be monitored closely through pupil progress meetings

### **Section 9**

#### **Admissions Procedures**

**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. 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 10**

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## Transition Arrangements

We aim to ensure a smooth transition into our school from the previous phase of education and from our school into the next phase of education.

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
- The Pupil Support Team 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.

The Deputy Head and SENCo & Inclusion Lead from Beechwood will liaise with the SENCo from the new school and parents will be given a reliable named contact at the next phase provider.

## Section 11

### Monitoring and Evaluation of SEND

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

## Section 12

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## **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 and SENCo or Deputy Head (Inclusion). If a matter is unresolved, it will be dealt with by the Head Teacher.

Please refer to the school's complaints procedure available on the website.

## **Section 13**

### **Roles and Responsibilities**

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

Designated Safeguarding Lead: Mrs Lucy Phillips (Interim Head Teacher)

Deputy Safeguarding Leads: Mrs Jill Gardner (Deputy Head) and Mrs Lucy Baker (SENCO & Inclusion Lead)

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

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