



Bevendean Primary School and Nursery

Special Educational Needs Policy and Information Report

This policy is available on the school website

This policy was adopted in **May 2024**

This Policy is due for review in **May 2025**

Contents

1. Aims	1
2. Legislation and guidance	2
3. Definitions	3
4. Roles and responsibilities	3
5. SEN information report	5
6. Monitoring arrangements	13
7. Links with other policies and documents	13

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Bevendean Primary School and Nursery, we believe that all pupils have an entitlement to an inclusive and broad and balanced curriculum. We believe that every teacher is a teacher of every child including those with Special Educational Needs and Disabilities. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this. All pupils have individual needs and we recognise that some pupils may require more support than others.

Therefore it is our responsibility to recognise and plan accordingly so that every child can reach their full potential.

2. Legislation 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 2015, which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- Health and Social Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2022) 'School Admissions Code'

3. Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

These needs can be categorised in four broad areas of need that may create barriers to learning:

Communication and Interaction

- Children and young people with speech, language and communication needs (SLCN).
- Children and young people with Autistic Spectrum Condition.

Cognition and Learning

- Children who may have learning difficulties, such as moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD), which result in them learning at a slower pace than their peers, even with appropriate differentiation.
- Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia

Social, emotional and mental health difficulties

- Children whom may present themselves as being withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behavior. These behaviours may reflect mental health difficulties.
- Children and young people with ADHD

Sensory and/or physical needs

- Sensory or physical needs may refer to children with vision impairment (VI), deafness (HI) or multi-sensory impairment (MSI), physical disability (PD).

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

4. Roles and responsibilities

4.1 The SENCO included in the role of Inclusion Manager

The Inclusion Managers are Mary Crowley and Rhiannon Jones.

The Inclusion Manager will:

- Work with the Headteacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN 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 (LA) and its support services
- Liaise with potential next providers of education 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 SEN up to date

4.2 The SEN Governor

The SEN Governor is Eugene Arnold

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 Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEN Governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN 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 assistants 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 SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition (ASC), speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) and attachment disorder
- Sensory and/or physical needs, for example, visual impairments, deafness, processing difficulties, epilepsy

5.2 Identifying pupils with SEN and assessing their needs

At Bevendean School we follow a graduated response that encompasses strategies to support children who have special educational needs.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social, emotion and mental health (SEMH) needs.

The needs of pupils are evaluated through a range of indicators:

- The pupil's performance as monitored by the class teacher through ongoing observation, assessment and target setting.
- Concerns by parents/child and outside agencies and take account of any information that they provide.
- The outcomes from baseline assessments and a programme of home visiting in the Foundation Stage.
- Performance against the level descriptions within the National Curriculum especially in reading, writing and maths and monitoring of the school's tracking system.
- Screening or assessment tools such as: Derbyshire & Renfrew language assessments (Nursery), School Start language programme (Reception), Y1 phonics screening, Talk Boost (Reception and KS1) Language progression tools and tests in accordance to the LA's guidance on Dyslexia.
- Concerns which have arisen about behaviour or emotional development from parents, teachers, learning / inclusion workers or from monitoring statistics.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Persistent disruptive or withdrawn behaviour do not necessarily mean that a pupil has Special Educational Needs. If there are concerns, assessments should be made to determine if there are causal factors such as undiagnosed learning, communication or mental health difficulties. If it is thought that factors such as housing, family or other domestic circumstances are affecting a pupil's behaviour then a multi-agency approach, such as an 'Early Help Assessment' and Team Around the Family meeting approach may be appropriate.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

This information will be used to create a Provision Map and every pupil on the Special Educational Needs register will have a provision map. We are currently using Provision Map software provided through Edukey. This is a document that gives an overview of the individual interventions and additional in class support that has been allocated to each pupil as well as an overview of their strengths and difficulties. It will document the provision to be put in place, who is carrying it out and record progress. There may also be intervention record sheets attached which describe the interventions in more detail. Provision maps will be used in the review part of the graduated approach to support the continuation or change of any Special Educational Needs support being given. Provision maps will be shared with parents at Parent Consultation appointments.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.5 Education, Health and Care plans (EHCP)

If a pupil fails to make adequate progress despite the provision and has demonstrated a significant cause for concern, the school and/or a parent/carer may decide to request that the Local Authority undertakes a statutory assessment:

- The school will apply for statutory assessment (following discussion and agreement with parents/carers) if they feel there is adequate evidence to satisfy the two stage test in the Children and Families Act 2014, Section 36(8) and 36(10):

1. Whether the child or young person has or may have SEN,
 2. That it may be necessary for SEN provision to be made for that child and that the evidence meets the submission checklist provided by the Local Authority.
- Parents/carer can make a request to the SEN team at the Local Authority at any time.

This may lead to the pupil being provided with an Education, Health and Care plan. The term 'EHCP' has replaced the term 'Statement'.

When the Education, Health and Care Plan has been issued, it will outline the specific needs of the pupil and any additional support required to address these needs in order to have the optimum access to the curriculum.

Each pupil with an Education, Health and Care Plan will have a Provision Map which breaks down the long term goals into short term targets and contains details about teaching strategies, provision, who is carrying it out and the outcomes.

The Inclusion Manager is responsible for ensuring the right support is provided to pupils with statutory provision encapsulated through an Education, Health and Care Plan. The Inclusion Manager allocates the specified amount of support and reviews its impact. The process of target setting, monitoring and reviewing remains the same and staff, including mainstream colleagues and Teaching Assistants are fully involved.

An annual review is also held for parents, professionals and the child if appropriate, to discuss the Education, Health and Care Plan and ensure it remains relevant.

The request from the Local Authority for us to admit a child with an Education, Health and Care Plan will be reviewed by the Governing Body. Where possible, a review will take place within the timescale given by the Local Authority and the panel will consist of the Inclusion Manager, Chair of Governors, SEN Link Governor and the Staff Governor.

5.6 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

When moving between year groups, the pupil's previous and new class teacher will have a transition meeting. They will discuss the pupil's needs, current strategies and provision in place as well as previous strategies no longer in use.

For our Year 6 pupil moving on to secondary schools, information is shared in a variety of ways. Copies of SEN documents held for a pupil will be transferred to their named secondary in line with local authority systems and GDPR policy. The school completes the Vulnerability Index provided by

the local authority. Class teachers and the Inclusion Coordinator will consult with relevant professionals at the pupil's named secondary to prepare for a September start.

5.7 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Staff are trained and able to run the following interventions:

- 1:1 reading intervention (daily or regular)
- 1:1 Speech and Language Intervention programmes – planned and assessed by NHS Speech and Language Therapists and delivered by a trained Communication Champion in KS1 and another in KS2
- 1:1 physiotherapy and occupational therapy programmes – planned by NHS Physiotherapist and/or Occupational Therapists
- Fine and Gross motor skills programme such as Busy Hands
- Talk Boost (Early Years, Key Stage 1)
- School Start
- Social Skills / Life Skills
- Nurture
- Just Right Programme
- Social Stories and Comic Strip conversations
- Lego Therapy
- Emotional Literacy – managing emotions, anxiety
- Memory Magic intervention
- Nesy Fingers
- Friendship groups and Circle of Friends
- Precision Teach
- Attention Autism
- Literacy Support Service (LSS) intervention

5.8 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Where children are working significantly below Age Related Expectations, they will receive a bespoke curriculum i.e planning and teaching from the curriculum level they are currently working at. Pupil Progress meetings are used to track children's progress through the bespoke curriculum so that a decision can be made as to when children are ready to move onto the next curriculum, with the aim of closing the gap over time.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Physically adapting our learning environment to ensure pupils are able to access learning, for example, arrangement of classroom furniture, deaf aware seating positions, etc.

Some children might also spend part of their day in our Internal Intervention Space – The Hive.

5.9 Additional support for learning

We have 10 teaching assistants, 12 HLTAs (2 with ELSA training) and 3 Learning Mentors who are trained to deliver interventions such as those named above. Staff will support pupils as planned by the class teacher, Inclusion Manager and Senior Leadership. Progress and outcomes of support are regularly reviewed to assess the impact of support. Staff run targeted interventions with SEN pupils to close the gap and make progress.

We work with the following agencies to provide support for pupils with SEN:

- Brighton and Hove Inclusion Support service (BHISS): Autism and Language; Early Language Support; Early Years; Sensory Needs; Educational Psychology; Social, Emotional, Mental Health (SEMH) Behaviour; Primary Mental Health Practitioner
- Ethnic Minority Achievement Service (EMAS)
- NHS: Speech and Language Therapy; Occupational Therapy, Physiotherapy
- SafetyNet

5.10 Expertise and training of staff

Our Inclusion Managers, Mary Crowley and Rhiannon Jones both hold the National Award for Special Educational Needs Coordination (NASENCo). Mary Crowley has 6 years experience in this role and has worked as a class teacher across East Sussex and Brighton and Hove for 6 years prior to this role, whilst Rhiannon Jones has 2 years experience in the roll and has worked as a class teacher for 20 years within Brighton and Hove.

The Inclusion Manager role is currently a 1.6 FTE position and they manage SEN provision within the working week.

In the last academic year, staff have been trained in: Precision Teach, KS1 TalkBoost, ECAR, Attention Autism, Speech and Language Intervention Plans, LSS, Physiotherapy and Occupational Therapy Programmes and Provision Mapping software.

5.11 Securing equipment and facilities

Where a pupil may need additional equipment or facilities to ensure they are able to access education at Bevendean Primary School and Nursery, we consult with specialist teachers in the local authority for recommendations. Equipment and training may be sourced through the Outreach and Inclusion Service.

5.12 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions following a complete cycle (this may be 6-10 weeks dependent on the number of planned sessions)
- Using pupil voice
- Monitoring by the Inclusion Manager
- Using provision maps to measure progress following the cycle of assess, plan, do, review
- Holding annual reviews for pupils with EHC plans
- Through termly pupil progress meetings with SENCOs, teachers and members of the SLT.

5.13 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in house events, sports day, fabulous finishes and special events.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. Parents and carer's will be involved in conversations about how best to include pupils with specific needs.

Our Equalities Policy and Accessibility plan is available on request.

5.14 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN, where appropriate, have sessions with learning mentors to promote teamwork/building friendships etc.
- Pupils with SEN are included in all aspects of the school's work around improving emotional and social development

We have a zero tolerance approach to bullying. For more information, please see our Anti-Bullying Policy on the school website.

5.15 Working with other agencies

We work with the following agencies to provide support for pupils with SEN:

- Brighton and Hove Inclusion Support service (BHISS): Autism and Language; Early Language Support; Early Years; Sensory Needs; Educational Psychology; Social, Emotional, Mental Health (SEMH) Behaviour; Primary Mental Health Practitioner, Literacy Support Service
- Ethnic Minority Achievement Service (EMAS)
- NHS: Speech and Language Therapy; Occupational Therapy, Physiotherapy
- SafetyNet

Each agency supports both pupils and their families.

5.16 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Inclusion Manager, via the school office, in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.17 Contact details of support services for parents of pupils with SEN

To contact BHISS, you can email BHISS@brighton-hove.gov.uk or telephone on 01273 293 481

To contact Brighton and Hove Speech and Language Therapy, you can email SC-Tr.BGH-seasideview@nhs.net or telephone 01273 242079

To contact EMAS, you can email Sarah Berliner, via email sarah.berliner@brightonhove.gov.uk or telephone 01273 292521

To contact SEN Team, you can email SEN.Team@brighton-hove.gov.uk or telephone 01273 293552

5.18 Contact details for raising concerns

If you wish to raise concerns, you can email the Inclusion Manager via the school office admin@bevendean.brighton-hove.sch.uk

5.19 The local authority local offer

Our local authority's local offer is published here: <https://www.brighton-hove.gov.uk/directories/special-educational-needs-and-disability-send-support/bevendean-primary-school>

6. Monitoring arrangements

This policy and information report will be reviewed by the Inclusion Manager **every year**. It will also be updated if any 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 links to the following documents:

- Admissions Policy as set by Brighton & Hove City Council (guidance can be found <https://www.brighton-hove.gov.uk/school-application-guides>)
- Data Protection Policy
- Medicine and Supporting Pupils at School Policy
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Complaints Policy
- Equalities Policy and Accessibility Plan