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**Bevington Primary School**

**Special Education Needs and Disability (SEND) and Accessibility  
Policy**

**November 2019**

## 1. Introduction

At Bevington Primary School, we believe that all pupils have an equal right to a full and rounded education which enables them to fulfil their potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Special Educational Needs and Disability (SEND) Code of Practice (September 2014):

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health**
- **Sensory and/or physical needs**

This policy details how we do our best to ensure that the necessary provision is made for any pupil who has special educational needs (SEN) or disability and that those needs are known to all who are likely to work with them. It sets out the processes, systems and provisions for pupils enabling them to join in all school activities together with pupils who do not have special educational needs or disability.

Bevington Primary School has a named Special Educational Needs Coordinator (SENCO) who has completed the National Award for SEND (Shainey Slater) and a named Governor is responsible for SEND (John Parsons). They, alongside the Headteacher, ensure that this policy works within the guidelines of the Code of Practice (2014), the local authority and other policies current within the school.

## 2. Aims and Objectives

The aims of this policy are:

- To create an environment that meets the special educational needs (SEN) of each child to ensure they achieve their learning potential and engage in activities alongside pupils who do not have SEN.
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- To make clear the expectations of all partners in the process
- To ensure a high level of staff expertise to meet pupil need, through well- targeted continuing professional development
- To ensure support for pupils with medical conditions and full inclusion in all school activities through consultation with health and social care professionals
- To identify the roles and responsibilities of all staff in providing for children's special educational needs
- Through reasonable adjustments, enable all children to have full access to all elements of the school curriculum
- To work in cooperation and productive partnerships with the Local Education Authority and other external services, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

### 3. Definitions of Special Educational Needs and Disability

#### 3.1 SEND Code of Practice definitions of Special Education Needs

The Special Educational Needs and Disability Code of Practice (2014) states that a child of compulsory school age or a young person has special educational needs if he or she:

- Has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- Has a **significantly** greater difficulty in learning than the majority of others of the same age or,
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school.

#### 3.2 Children with disabilities (including medical conditions)

It is important to note that children may have a disability under the Equality Act 2010 that is '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'. Long term is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This may include sensory impairment affecting hearing or sight and those with long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions **do not necessarily have SEN**, but there is an overlap between disabled children and those with SEN. Disabled pupils requiring special educational provision will also be covered by the SEND definition.

Schools must not discriminate against, harass or victimise disabled children and young people. At Bevington Primary School, staff plan and make reasonable adjustment including providing auxiliary aids and services to ensure disabled children are not at a disadvantage compared with their peers. The school is equipped with a lift across its three floors ensuring safe accessibility to those with physical and/or visual impairment.

Bevington Primary School seeks to promote equality of opportunity and fosters good relationships between disabled and non-disabled children.

#### 3.3 Looked After Children (LAC)

Pupils who are identified as 'Looked After' may or may not have a SEN but are highly likely to require support. It is imperative that the needs of LAC, many of whom have experienced difficult and unstable home lives, are assessed quickly and efficiently and that children are provided for so that the impact of this on their education is reduced to a minimal.

#### 3.4 Equal opportunities and inclusion

Staff ensure that teaching and learning is catered to meet the wide ranging needs of all pupils, taking into account gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. Our inclusive environment fosters respect and tolerance towards all and prepares children for full participation in a multi-ethnic society.

## **4. Roles and Responsibilities**

Provision for children with special educational needs is a matter for the whole school, from staff working in the office to the midday meals supervisors. The governing body, the school Headteacher, the SENCO and all other members of staff (particularly class teachers and teaching assistants) have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

### **4.1 The role of the class teacher**

Class teachers must:

- Provide 'Quality First Teaching' (see below)
- Plan for progression and differentiation
- Have high expectations of progress applying equally to children working above, at, or below age-related expectations, including those who have SEN.
- Set ambitious objectives and challenging personal targets
- Provide rapid intervention to keep children on trajectory
- Assess pupils rigorously to check and progress.
- Have clear plans to support those who are struggling.
- Manage support staff to ensure planning is shared
- Liaise effectively between home, school and external agencies
- Ensure pupils have access to the full primary experience by using their best endeavors to remove barriers for pupils with SEN.

### **4.2 'Quality First Teaching'**

All pupils benefit from 'Quality First Teaching':

- Highly focused lesson design with sharp objectives.
- High demands of pupil involvement and engagement with their learning.
- High levels of interaction for all pupils.
- Appropriate use of teacher questioning, modelling and explaining.
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups.
- An expectation that pupils will accept responsibility for their own learning and work independently.
- Regular use of encouragement and authentic praise to engage and motivate pupils.

### **4.3 The role of teaching assistants (TA)**

Teaching Assistants support by:

- Working collaboratively with the teacher and other colleagues to support pupils.
- Are confident and flexible to work with different children with SEN to ensure 1:1 support does not create overreliance but facilitates inclusion and an appropriate level of independence for each child.
- Encouraging reticent children to answer
- Using observation checklists when relevant e.g. for behaviour, participation

- Facilitating access to task by the following: ensuring understanding, scribing or providing alternative methods of recording.
- Specific support e.g. signing, helping children use ICT, providing adapted resources.
- Scaffolding learning, modelling and demonstrating.
- Encouraging children to explain thinking to TA/others in group.
- Pre-tutoring/rehearsing tasks.
- Ensuring that support facilitates interaction between a pupil and peers.
- Monitoring pupil progress in order to feedback to class teacher.

#### **4.4 The role of the SENCO**

The Special Educational Needs Co-ordinator [SENCO] responsibilities include:

- Overseeing the day-to-day operation of this policy.
- Coordinating provision for children with SEND.
- Arranging interventions alongside other colleagues.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the local authority support and educational psychology services, health and social services and voluntary bodies.
- Coordinating and developing school based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the progress of children on the SEND Register.
- To ensure high quality teaching for SEND children

#### **4.5 The role of the Headteacher**

- The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs.
- The Headteacher should keep the governing body fully informed and also work closely the school's SENCO
- Ensure that SENCOs have sufficient time and professional support to carry out their duties
- The head teacher should regularly review and monitor the management of Special Educational Needs policy and procedures within the school, including the work of the SENCO.

#### **4.6 The role of the SEN Governor**

- Meet the SENCO on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEN policy.
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school.
- Be familiar with the SEN policy and involved in its review and development.

- Agree with the governing body, the Headteacher and the SENCO the indicators which should be reported on by the school to the governing body to say whether the policy is working, and the timescale for that reporting.
- Ensure that the SEN policy is linked to the School Improvement Plan and the budget setting process.
- Ensure that funds are allocated each year within the school budget specifically to cater for SEN pupils and to support the implementation of the SEN policy.
- Monitor and evaluate the use of these funds and other resources, considering cost effectiveness and best value for money in terms of increased progress for pupils with SEN
- Report on a termly basis to the full governing body on the implementation of the school's SEN policy

## **5. The Curriculum**

### **5.1 A personalised approach**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to achieve their potential and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Learning is differentiated well and planned around pupils' interests through topic work to stimulate motivation and interest and ensure pupils enjoy learning. Learning in all topics is adjusted to suit the needs of learners and for some pupils with profound needs, highly personalised to ensure pupils make good progress.

### **5.2 Strategies**

At Bevington we provide an exciting and enriching curriculum which aims to take into account:

- Pupils' different educational and social needs and aspirations
- Children learn in different ways and different teaching and learning strategies may need to be used.
- Pupils acquire, assimilate and communicate information at different rates.

Teachers respond to children's needs by:

- Planning for pupils to fully participate in all areas of learning including physical/practical activities as well as social skills and communication.
- Providing support for children who need help with communication, language and literacy.
- Developing children's understanding through the use of all available senses and experiences.
- Ensuring pupil well-being is of utmost importance.
- Providing varied and stimulating learning experiences to cover different teaching and learning styles.
- Supporting pupils to socially integrate into the school community to ensure they develop and sustain good friendships.
- Working with all stakeholders to evaluate pupils' strengths and areas for development and use this to inform planning for children.

- Helping children to manage their behaviour for learning to ensure they take part effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress so they can participate safely.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. This will always be purposeful and for short periods.

## **6. Identification, Assessment and Provision of SEND**

At Bevington, we try to identify the needs of pupils early to ensure pupils receive the support they need as soon as difficulties arise.

### **6.1 Progress as an indicator**

Our staff look carefully at the reasons for underachievement whether pupils are falling significantly below age-related expectations or are just not fulfilling their potential and collect some background and views from pupils and parents.

The key test of the need for action is that current rates of progress are inadequate. Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour for learning.

It is important to note that slow progress and low attainment do not necessarily mean that a child has SEND. Equally, when pupil attainment is in line with or higher than chronological expectations, it should not be assumed that there is no learning difficulty or disability.

### **6.2 Identification via information sharing**

The school will assess each child's current attainment on entry in the Early Years Foundation Stage in order to ensure that they build on the patterns of learning and experiences already established during the child's pre-school years.

If the child already has an identified special educational need, this information may be transferred from former school settings during transition to Bevington or between staff when children transition between classes. Likewise, Bevington will ensure information is shared whenever pupils transition to a new school or setting.

Class teachers and the SENCO will use this information to:

- Ensure appropriate strategies and resources are in place before a pupil arrives.
- Make sure pupils have a smooth transition.
- Provide starting points for the development of an appropriate curriculum.
- Identify any learning difficulties and these are clear and appropriate.
- Organise and liaise with appropriate external support agencies.
- Ensure prior observations and assessments contribute to the gathering of evidence used to understand a child's experiences and achievements and to contribute towards planning next steps in learning.

### **6.3 Identification of SEND in pupils speaking English as an additional language**

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs. This may lead to deeper assessment through the Speech and Language Therapist (SALT) in both English and the child's home language to establish whether similar difficulties are present in both.

## **7. A Graduated Approach**

We adopt a graduated response, ensuring pupils are receiving Quality First Teaching (QFT) initially and looking at small adaptations to learning and/or the environment. Pupils may respond well to this but should concerns continue, pupils will be prioritized for in-house interventions. If pupils are still not progressing, despite high quality and impactful intervention, they may be referred to more specialist resources and/or external agencies.

### **7.1 Discussion with the SENCO**

Teachers observe and assess the progress of individual children, providing information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This discussion might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

### **7.2 SEN register**

The SENCO maintains the register, which is fluid with pupils being added and removed appropriately according to changes in need. Parents will be notified if their child is being added to the SEN Register. Reasons for a child being added to the SEN register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional difficulties which are not improved by the techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.

- Has communication and/or interaction difficulties, and continues to make little or no progress.

The class teacher, after discussion with the SENCO, will then provide adjustments and/or interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual inclusion targets (planned with pupils, parents and staff). These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally either during parent/teacher meetings or with the SENCO, teaching staff, parents, pupils and external agencies in a multi-agency meeting.

### **7.3 Individual Support Plan**

An Individual Support Plan is written for pupils on the SEN register in collaboration with pupils, parents, staff and external agencies to target barriers to learning and ensure pupils are happy, healthy and achieving well. Targets are written per term in collaboration with external specialists, teaching staff, parents and pupils. Targets are SMART (Specific, Measurable, Achievable, Relevant and Time bound) and planned carefully, taking into account intervention and resources to be put in place. Strategies employed to enable the child to progress against these targets are recorded within the plan which will include information about:

- The strengths and difficulties pupils experience
- The short term outcomes set for the child (written collaboratively with support staff, parents and pupils).
- The teaching strategies to be used.
- The provision to be put in place.
- The review date.
- Entry and exit assessment information

After initial discussions with the SENCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom.

Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher (often with the SENCO and other stakeholders) on a termly basis. If a pupil is of particular concern, reviewing targets may be more frequent to ensure rapid and sustained improvement. The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

### **7.4 Partnership with parents**

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education. We take account of the wishes, feelings and knowledge of parents at all stages, whilst keeping pupil well-being and development at the heart of any planning or decision making.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to

contribute to the assessment of their needs, the review and transition process if they wish to do so and are able to.

Parents are welcome to contact the office and arrange a meeting with the SENCO and parents and children have access to the school website ([www.bevington.rbkc.sch.uk](http://www.bevington.rbkc.sch.uk)) which has a dedicated section to SEN. The school website contains details of this policy and the statutory SEN Information Report, including the arrangements made for children in our school with special educational needs.

### **7.5 The nature of intervention**

The SENCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- A highly personalised curriculum.
- Different learning materials, strategies or specialist equipment.
- Extra adult time to plan, carry out, assess and review the effectiveness of an intervention.
- Pupils being withdrawn 1:1 for concentration or movement breaks or very small groups for social skills.
- Staff development and training to introduce more effective strategies.

### **7.6 Specialist support**

The school may seek specialist expertise if interventions are not having the expected impact or if needs require further clarification. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. Some of the services we work with are:

- Educational Psychologist (EP)
- Autism & Early Years Intervention Team (AEYIT)
- Speech and Language Therapist (SALT)
- Occupational Therapist (OT)
- Early Help/Arabic Family Service/Family Psychotherapist
- Child and Adolescent Mental Health Services (CAMHS)
- School Nurse
- Visual and Hearing Impairment Services
- Physiotherapist
- Clinical Psychologist

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. Targets written by individual services often link with inclusion targets. Support will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a longer period and despite strategies and interventions provided in-house.
- Continues working substantially below that expected of children at a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.

- Has emotional difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind.

These specialist services work most successfully with school, families and other stakeholders in an effective partnership. They are able to support schools and families to assess the needs of pupils and put in place more specialist and targeted support.

## **8. Education Health and Care Plan (EHCP)**

### **8.1 What is an Education, Health and Care (EHC) Plan?**

An EHC Plan looks at a child or young person's special educational needs and any health and care needs that they may have in relation to their special educational needs. Practitioners, parents, carers, children and young people together consider what outcomes they would like to see for the child or young person. An EHC plan identifies what will be put in place to work towards these outcomes.

(<https://www.rbkc.gov.uk/pdf/EHC-Guidance.pdf>)

### **8.2 Who can apply for an EHC Plan?**

Any professional working with a child can request an EHC Needs Assessment. A parent/carer can also request an EHC Needs Assessment. Please speak to the SENCO if you are considering making an application.

If we request an Education Health and Care Plan (EHCP), we will provide the LEA with a record of our work with the child to date. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Views of the pupil taken where possible
- Views of the parents.
- Previous inclusion plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- Information around attainment and progress in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.

The parents of any child who is referred for an EHC Plan will be fully involved in the progress of the referral. Children with an EHC Plan (or a statement until it has transitioned to an EHC Plan) will be

reviewed regularly in addition to the statutory annual assessment. When this coincides with transfer to secondary school, the SENCO from the high school will be invited and informed of the outcome of the review.

## **9. Resources**

The SENCO is responsible for the operational management of resourcing for special needs provision within the school, including the provision for children with Education Health and Care plans.

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed. The Headteacher and the SENCO meet annually to agree on how to use funds directly related to EHCPs.

## **10. Accessibility Plan (2019-2022)**

As a school we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability. Some strengths in the school's existing accessibility for pupils with special educational needs and/or disabilities are:

- Lift access between the three floors of the school
- Visual impairment friendly environment (use of dark floors against light walls, uncluttered learning spaces)
- Specifically designed disabled toilet facility on the ground floor
- Use of learning aids (ear defenders, wobble cushions for example) to support pupils
- Some staff trained in Makaton/PECS

Bevington Primary School's governing body supports the principles and aims of the LA's Access Strategy for Schools and Colleges and will work jointly with the LA to implement agreed objectives to meet the borough's targets for improving access to schools and colleges.

This plan underpins the LA's Strategy for planning to improve access at a local level, by committing the school to a programme of actions, evaluation and review which will improve access to the curriculum for students with special needs and disabilities. This plan operates alongside the school's SEND policy and is consistent with it in terms of principles and approaches to resourcing.

The school will actively seek to improve access to services in the ways set out below and will maintain an action plan which sets out the steps the school will take to achieve this. The action plan will be reviewed annually and updated to take account of improvements made, future resource availability and changing needs in the target areas;

- Ensure the curriculum is differentiated to meet the learning needs of students with SEN and disabilities and that target setting is effective and appropriate for these students. Make available the written material usually provided to all students, in an appropriately presented form where necessary, to SEN & disabled students, including pictorial and oral formats and also to ensure that classroom organisation is planned to maximise learning opportunities.

- Manage and improve the physical environment of the school buildings and grounds to meet the needs of a range of disabled students currently on roll and prospective students. Ensure action is taking following environmental audits.
- To build a community that respects the celebration of achievement at all levels.
- To provide training for staff in high incidence SEND, in particular, Attachment and Autism.
- Ensure parents have a better understanding of the services the school work with and how they help children and families.

## **11.The Role of the Governing Body**

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Governing Body reviews this policy annually and considers any amendments.

## **12.Monitoring and Evaluation**

The SENCO monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and working together to draw up individual plans and targets for children. The SENCO and the head teacher hold regular meetings to review the work of the school in this area. In addition, the SENCO and the named governor with responsibility for special needs hold regular meetings.

<b>Ownership and consultation</b>	
Document sponsor (role)	Special Educational Needs Co-ordinator (SENCO) & Designated Safeguarding Lead (DSL)
Document author (name)	Shainey Slater
Consultation	Karen Matthews, Headteacher Richard Byrne-Smith, Deputy Headteacher John Parsons, SEN Link Governor

<b>Audience</b>	
Audience	All school based staff and volunteers; Parents and carers

<b>Version control</b>	
Implementation date	November 2019
Review date	November 2022

<b>Related documentation</b>	<ul style="list-style-type: none"> <li>○ SEN Code of Practice</li> <li>○ RBKC SEN Policies</li> <li>○ Staff Handbook</li> </ul> All safeguarding related policies, including: <ul style="list-style-type: none"> <li>○ Safeguarding and Child Protection Policy</li> <li>○ Keeping Children Safe in Education</li> </ul>
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### **Review of Policy and Procedures**

Bevington carries out a three-yearly review of this Policy, led by the SENCO. This includes an evaluation of the extent to which this policy has been effectively implemented throughout the school. The Governors will remedy any deficiencies or weaknesses in addressing issues without delay and without waiting for the next policy review date, should any be necessary.