

Berkswich CE Primary School				1
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Policy Title	Special Educational Needs and Disability Policy			

In line with our school vision and values, Berkswich CE Primary believes that all pupils should flourish; they are entitled to an education that enables them to achieve their best, become confident individuals living life in all its fullness, and to make a successful transition into adulthood.

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In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEN Code of Practice (updated May 2015) states that...

"A child or 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 them. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision, which educates or trains a child or young person, is to be treated as special educational provision."

(Code of Practice, 2015)

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a pupil is defined as having SEND if they have:

- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

Definition of Special Educational Provision

For children aged two or more, 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 or maintained nursery schools.

The school reviews how well equipped we are to provide support across the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

Communication and interaction

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The school recognises that:

- Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, and language or social communication at different times of their lives.

The SENCO will work with pupils, parents, and language and communication experts where necessary to ensure pupils with SLCN reach their potential.

Cognition and learning

Pupils with learning difficulties may require support – the school will offer one-to-one learning support where necessary.

The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). The SENCO will ensure that any provision offered will be suitable to the needs of the pupil.

Specific learning difficulties (SpLDs) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health (SEMH) difficulties

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will implement a Social, Emotional and Mental Health (SEMH) Policy to support pupils with these difficulties.

The school will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within its Behavioural Policy, including how we will manage the effect of any disruptive behaviour so that it doesn't adversely affect other pupils.

Sensory or physical needs

Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision.

Under The Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others

- Exhibitionism
- Voyeurism

The school recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENCO will ensure that their support needs are being met.

English as an Additional Language (EAL)

The school is aware that there may be pupils at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Difficulties related solely to limitations in English as an additional language are not SEN.

The school will give particular care to the identification and assessment of the SEND of pupils whose first language is not English.

The school will consider the pupil within the context of their home, culture and community.

Where there is uncertainty about an individual pupil, the school will make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist.

The school appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

Missions Statement

This policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND.

Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities.

The school will work with the LA in ensuring that the following principles underpin this policy:

- The involvement of pupils and their parents in decision-making.
- The early identification of pupils' needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of pupils with SEND.
- Greater choice and control for pupils and their parents over their support.
- Successful preparation for adulthood, including independent living and employment.

This policy operates within the Christian ethos of the school and has been written to reflect an understanding that each of us are equally cherished and valued as God's children, all deserve, and ought to be given the opportunity to achieve their full potential.

Our school values are woven into the support, encouragement and aspirations we hold for all of our pupils with Special Educational Needs. Children with SEND at Berkswich demonstrate **perseverance** in the face of difficulty. They learn to be **responsible**, resourceful and seek strategies to overcome barriers and challenges, relishing these on the way to success as part of the learning process. They display high levels of **respect** for themselves as learners and for others by showing empathy and **compassion** to all. Children at Berkswich with SEND are encouraged to work **inclusively** with a range of adults and children from across the school and from within our local community; demonstrating their skills to work collaboratively as part of a **team**.

At Berkswich, we believe that high quality teaching which is differentiated and personalised should be available for all children. At the heart of the school is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

All children are entitled to a balanced and broadly-based curriculum including the Early Years Foundation Stage Curriculum and National Curriculum in line with the school's policy of inclusion.

Objectives

Every school is required to identify and address the SEND of the pupils that they support. Through the implementation of this policy, the school will:

- Use their best endeavours to make sure that pupils with SEND get the support they need to access the school's broad and balanced curriculum.
- Ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENCO.
- Inform parents when they are making special educational provision for their child.
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
 - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND.
 - Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.
 - A SEN information report about the implementation of the school's policy for pupils with SEND.

Local Offer

The school's governing board will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative:** Where appropriate, the school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- **Accessible:** The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents' needs, e.g. by broad age group or type of special educational provision; and is well signposted and publicised.
- **Comprehensive:** The school will help to ensure that parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up-to-date:** The school will work with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date.

This SEND Policy works alongside and in conjunction with The Local Offer produced by Staffordshire Local Authority.

To access Staffordshire's Local Offer please click the link below:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

Funding

Where additional pupil needs are identified the school will use its delegated funding allowance to provide early intervention support for the benefit of pupils identified with SEND.

Where pupils with SEND have been receiving early intervention support but are still not making sufficient progress, the school will consider accessing high needs top-up funding from the LA to provide additional specialist support.

Policies and Legal Framework

This policy complies with the statutory requirement laid out in the SEN Code of Practice 0-25 years (updated May 2015) 3.65 and has been written with reference to the following guidance and documents:

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

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 (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2022) 'Keeping children safe in education 2022'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Pupil Confidentiality Policy
- Data Protection Policy
- Records Management Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Careers Policy
- Suspension and Exclusion Policy
- Behaviour Policy

- Complaints Procedures Policy
- Accessibility Policy

Intent

Berkswich CE Primary School believes that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

The aims of our special educational needs and disability policy and practice in this school are:

- to provide access to a broad and balanced curriculum, positive learning environments, cultural capital enrichment and to all necessary printed information for all
- to reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- to use our best endeavours to secure special educational needs provision for children for whom this is required, that is “additional to and different from” what is already provided within the differentiated curriculum
- to identify the needs of children with SEND as early as possible by effectively gathering information from parents, education, health and care services where appropriate
- to request, monitor and respond to parent/carers’ and children’ views in order to evidence high levels of satisfaction and partnership
- to ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development
- to work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- to ensure an excellent partnership approach is taken with all parents and carers

Levels of Support

There are now two broad levels of support in place:

- SEN support is for children and young people with mild needs and this is usually given in school

- Education, Health and Care Plans (EHCP) give more substantial help for children and young people with more complex needs. They provide a unified, comprehensive support plan that reaches across education, health care, and social care.

SEND Support

This replaces the previous School Action and School Action Plus systems.

Support is provided to children in school, for example, extra help from a teacher, help communicating with other children, or support with physical or personal care difficulties.

The type of support that could be provided includes:

- a special learning programme-Individual Education Plan (IEP)
- extra help from a teacher or assistant
- smaller group work
- observations in class or at break times
- support taking part in class activities
- support communicating with other children
- physical and personal care

The school makes full use of classroom and school resources before drawing on external support. It is desirable to work with children with SEND in the classroom and to enable them to access the full curriculum at their level through differentiation and by supporting their learning alongside the class teacher/EYP and with the rest of the class.

Sometimes children benefit from a period of individual attention/small group attention, external to the classroom, to address specific skills to enable them to access the curriculum more fully. Children are given 1:1 or small group support in a quiet atmosphere, with minimal distractions from others around them wherever possible.

All children are encouraged to talk about/show how they feel about their learning and their progress and are encouraged to feel able to 'have a go' to take charge of their own learning.

Education, Health and Care Plans (EHCP)

These replaced the system of SEN statements.

The school recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, some pupils may not make expected levels of progress. In these cases, the school will consult with parents and consider requesting an EHC needs assessment.

The purpose of an EHC plan is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHC needs assessment, the school will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Providing the LA with any school-specific information and evidence about the pupil's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

If, following the assessment, the LA decides not to issue an EHC plan, the school will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school and its partners.

Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.

The school will admit any pupil that names the school in an EHC plan and will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

Following a statutory assessment, an Education Health and Care Plan may be issued. This provides a single plan to support children from birth to the age of twenty-five. The aim is to support children and young people through one, unified scheme that encompasses the complexities of their needs by accounting for education, health care and social care all in one place. These are subject to review and improvement as the young people grow up and their needs develop.

Parents can ask their local authorities to carry out an assessment if they think their child needs an EHC Plan. A request can also be made by the child's school, a doctor, a health visitor, nursery worker or the young person can also request an assessment themselves if they're aged between sixteen and twenty-five.

Reviewing EHC Plans

The school will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.

The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or

headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

For more information about EHCP and the assessment process, please see [Staffordshire's Easy Read Parental Guide to EHCP Assessments](#).

Identifying Special Educational Needs

The school recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the school's SEN Information Report.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances.

Parental views and concerns are listened to and investigated.

'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

The school plans manages and reviews SEND provision across the following four broad areas of need:

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

Early Years Pupils with SEND- Early Identification

All early years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework.

The school will ensure all staff who work with young children are alert to emerging difficulties and respond early.

- Ensure that staff listen and understand when parents express concerns about their child's development, as well as listening to any concerns raised by children themselves.
- Monitor and review the progress and development of all children throughout the early years.
- Use its best endeavours to make sure that a child with SEND gets the support they need.
- Ensure that children with SEND engage in the activities of school alongside children who do not have SEND.
- Designate a teacher to be the SENCO.
- Provide information for parents on how it supports children with SEND.
- Prepare a report on the:
 - Implementation of SEND policy and procedures.
 - Arrangements for the admission of children with SEND.
 - Steps being taken to prevent children with SEND from being treated less favourably than others.
 - Facilities provided to enable access to the school for children with SEND.
 - Accessibility plan showing how it plans to improve access over time.
- Inform parents when the school makes special educational provision for their child.

Follow a graduated approach to assessing, planning, implementing, and reviewing provision and progress – the 'assess, plan, do, review' cycle

Early identification of children with SEND is a priority at Berkswich. The school will ensure all staff who work with young children are alert to emerging difficulties and respond early. The school will also ensure staff listen and understand when parents express concerns about their child's development. The school will listen to any concerns raised by children themselves. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- evidence obtained by teacher observations/ assessments
- foundation Stage profile scores and their progress against the criteria contained in the 'Ages and Stages' documentation
- their performance in National Curriculum subjects judged against assessment requirements
- pupil progress in relation to the National Curriculum objectives in English and Maths

A Graduated Response to SEND Support

Once a pupil with SEND has been identified, the school will employ a graduated approach to meet the pupil's needs by:

- Establishing a clear assessment of the pupil's needs.
- Planning, with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- Implementing the interventions, with the support of the SENCO.
- Reviewing the effectiveness of the interventions and making any necessary revisions.

Step 1

Quality first teaching, which is differentiated and personalised by, or under the direction of, the classroom teacher, meets the diverse needs of all learners.

Step 2

Where staff have concerns and evidence that a child is still not making adequate progress, they identify a child requires extra help and informs the SENDCo via a cause for concern form.

Step 3

Once this need for extra help is identified, in consultation with the SENDCo, teachers devise interventions 'additional to' or 'different from' the support being put into place as part of the school's usual curriculum support for all children.

These interventions follow the **Assess, Plan, Do and Review Cycle** recommended in the Code of Practice. Children will be assessed in their area of need/needs and individual targets will be put in place for the children to achieve in their group/individual intervention. A teacher, or a trained teaching assistant, may lead these interventions. Interventions are reviewed half-termly and the impact of the interventions is recorded.

The next step may be that no further intervention is required, another intervention is used or that the school needs to consult with parents/carers for permission to seek additional support or help from external agencies (as it is felt the child should go onto the SEND register).

The provision for individual children and their progress is recorded on a termly whole school provision map and targets recorded on our Needs Driven Support tracker, monitored closely by the SENDCo.

The Class Teacher along with the SENDCo are responsible for updating this provision map and supporting and monitoring the successes of the provision provided. Encouraged

Step 4

At Berkswich Primary CE School, we have a central register of all children with Special Educational Needs and Disabilities. The SENDCo closely monitors this to ensure that all children receive the appropriate provision. A child will be registered as having SEND when they have been raised as a concern after they have been through the graduated approach and reached step three. At Berkswich CE, we are committed to ensuring that parents, carers and the child are fully involved at every stage.

Children are placed on the SEND register with parent/carers' consent. Children will have an IEP (Individual Education Provision Plan) that will have specific targets to address their area/ areas of need. These targets will be SMART (Specific, Measurable, Achievable, Realistic and Time Related) and written by the class teacher with support from the SENDCo. Teachers will review IEPs half-termly and more targets will then be added if necessary. The SENDCo will review the IEP with parents/carers termly, via a face-to-face meeting, which provides a valuable opportunity for parents/carers to share information, ask questions, receive support and be sign-posted as necessary. The children's views will be taken in to account and the SENDCo will meet with each individual termly to update their personalised One-Page Profile: it is vital that pupil's voice is heard.

At this stage, the SENDCo, in consultation with parents/carers, may ask for support from external agencies. These external agencies may include:

- Special Educational Inclusion Service (SENIS)
- Behaviour Support Service
- Autism Outreach Team
- Hearing Impairment team
- Visual Impairment team
- Autism and Sensory Support in Staffordshire
- Educational Psychologist Service
- Educational Welfare Workers
- Physical and disability support service
- Social Services
- School Nurse
- CAMHS (Child & Adolescent Mental Health Service)
- LST – Local Support Team
- SALT – Speech and Language Therapy Service
- OT – Occupational Therapy
- PT – Physiotherapy Service
- Sickle Cell-Family Support
- Special School Outreach Programs

Step Five

For a very small percentage of children, whose needs are significant and complex, and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the Local Authority to conduct a statutory assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) Plan being issued.

Reviewing the EHC plan annually

The school will:

- Cooperate with the relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their parents.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Prepare and send a report of the meeting to everyone invited within **four** weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- Provide the LA and parents with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Clarify to the parents and pupil that they have the right to appeal the decisions made in regard to the EHC plan.
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SEND Tribunal

All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil's education suffering.

In all cases, the school's written Complaints Procedures Policy will be followed, allowing for a complaint to be considered informally at first.

Following a parent's serious complaint or disagreement about the SEND provisions being supplied to a pupil, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

- Where necessary, the Headteacher will make the relevant parties aware of the disagreement resolution service.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

Following the use of informal resolutions, the case will be heard in front of three people, one of whom must be independent of the management and running of the school. If disagreements are not resolved at a local level, the case will be referred to the DfE. The school will fully cooperate with the LA by providing any evidence or information that is relevant. All staff involved in the care of the pupil will cooperate with parents to provide the pupil with the highest standard of support and education.

Criteria for exiting the SEND register

Pupil progress is reviewed termly. Should it be considered that a child has made progress and no longer meets the criteria outlined in the policy, a meeting will be arranged with all stakeholders to discuss the matter and this will result in a child not needing to be on the register any more. Parents/carers can request that their child is removed from the register at any time.

How Berkswich Supports Individual Children

All children will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

Children with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.

Barriers to learning will be identified and steps will be taken to remove these. Advice and guidance from outside professional agencies will be followed.

The quality of teaching is monitored through a number of processes that includes:

- classroom observation by the senior leadership team, the SENDCo and external verifiers
- ongoing assessment of progress made by children in specific intervention groups
- work sampling
- scrutiny of planning

- teacher and teaching assistant meetings with the SENDCo
- pupil and parent feedback when reviewing target attainment
- whole school pupil progress tracking
- attendance and behaviour records

Support Available for Children's Overall Well-Being

The school has an Emotional and Mental Health Policy. The curriculum for PSHE focuses on promoting children's resilience, confidence and ability to learn.

Positive classroom management and working in small groups promotes positive behaviour, social development and high self-esteem.

Where appropriate, the school will support parents in the management and development of their child.

For children with more complex needs, additional in-school support may include:

- supporting the pupil's teacher, to help them manage the pupil's behaviour
- additional educational one-to-one support for the pupil
- one-to-one therapeutic work with the pupil, delivered by our mental health specialist
- an Individual Health Care Plan (IHCP)- all schools must comply with the statutory duty of caring for children with medical needs
- providing professional mental health recommendations, e.g. regarding medication
- family support and/or therapy, upon the recommendation of mental health professionals
- the school will also consider whether disruptive behaviour is a manifestation of SEMH needs
- the school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour

The school offers a wide variety of pastoral support for children. These include:

- a rich Personal, Social, Health and Economic (PSHE) curriculum that aims to provide children with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being
- pupil and Parent-voice mechanisms are in place and are monitored for effectiveness by the governor for responsibility for this area
- small group evidence-led interventions to support pupil's wellbeing are delivered to targeted children and groups (these are identified on our whole school provision map and aim to support improved interaction skills, emotional resilience and wellbeing)
- children who find outside class times difficult are provided with alternative small group opportunities within the school

- pastoral support is given to children who require 1:1 support by a fully trained Emotional Literacy Support Assistant (ELSA)
- Yoga and mindfulness sessions

When in-school intervention is not appropriate or having the necessary impact, referrals and commissioning will be accessed externally following permission from parents or carers. The school will continue to support the pupil as best it can.

In school, we have a fully trained Emotional Literacy Support Assistant (ELSA) who carries out structured interventions for targeted children in line with the training she has received from a registered Educational Psychologist. Training is monitored regularly via supervision sessions by the lead Educational Psychologist

Assessment

The school will, in consultation with the pupil's parents, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.

Consideration of whether SEND provision is required, and thus an EHC plan, will start with the desired outcomes and the views of the parents and pupil.

The school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.

The school will gather advice from relevant professionals about the pupil concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

In tracking the learning and development of pupils with SEND, the school will:

- Base decisions on the insights of the pupil and their parents.
- Set pupils challenging targets.
- Track pupils' progress towards these goals.
- Review additional or different provisions made for them.
- Promote positive personal and social development outcomes.
- Base approaches on the best possible evidence and ensure that they are having the required impact on progress.

Detailed assessments will identify the full range of the individual's needs, not just the primary need.

Where possible, pupils' needs will be defined under the 'Special educational needs and disability code of practice: 0 to 25 years' broad areas of need:

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

Where a pupil continually makes little or no progress, or is working substantially below expected levels, the school will consult with parents before involving specialists.

Transferring Between Different Phases of Education

EHC plans will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education. This is to allow planning and, where necessary, commissioning of support and provision at the new setting.

The review and amendments will be completed early in the spring term for transfers into or between schools.

The key transfers are as follows:

- Early years provider to school
- Primary school to secondary school

The school will ensure that pupils are supported to make a smooth transition to whatever they will be doing next, e.g. moving on to higher education.

The school will engage with secondary schools, as necessary, to help plan for any transitions.

Arrangements for Co-ordinating SEND Provision

For children with SEND but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENDCo, class teacher and parent. For children with an Education or Health or Care plan, this decision will be reached when the plan is being produced or during the annual reviews.

Involving Pupils and Parents in Decision-Making

The school is committed to working in partnership with all parents in the best interests of their child and will provide an annual report for all parents on their child's progress.

Where a pupil is receiving SEND support, the school will regularly liaise with parents in setting outcomes and reviewing progress. The class teacher, supported by the SENCO, will meet with the parents three times each year.

The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together the overall approach.

Where the LA provides a pupil with an EHC plan, the school will involve the parents and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education, and will discern the expected impact of the provision on the pupil's progress.

Supporting Children and Families

If you have concerns, then please discuss these with your child's teacher. This then may result in a referral to the school SENDCo whose name is **Mrs Lisa Andrews**.

All parents will be listened to and their views and aspirations for their child will be central to the assessment and provision that is provided by the school.

Parents are encouraged to look at the Staffordshire **Local Offer**, which links with other agencies to support the family and pupil. This can be found at

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

Our school admission arrangements can be found on our school website.

Transition between key stages is carefully planned to ensure consistency in support. Parents are encouraged to meet with professionals to discuss provision and raise any concerns or queries.

Support Service Links

Staffordshire SEND Family Partnership (Information, Advice and Support) Service, (formerly Parent Partnership Service)

<https://www.staffs-iass.org/home.aspx>

If you have a general enquiry, would like to speak to one of the team or you are a parent wanting to request information and support please telephone **01785 356921** during their office hours. Alternatively email them on spps@staffordshire.gov.uk.

IPSEA

Independent Provider of Special Education Advice (known as IPSEA) is a registered charity (number 327691) operating in England.

IPSEA offers free and independent legally based information, advice and support to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND). They also provide training on the SEND legal framework to parents and carers, professionals and other organisations.

<https://www.ipsea.org.uk/Pages/Category/get-support>

Training and Resources

SEND funding varies from year to year and is incorporated into the main school budget

Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENCO as well as external agencies, where appropriate. Training will cover both the mental and physical needs of children with SEND. The training offered will be delivered to ensure equality, diversity, understanding and tolerance. Mental health will be a key consideration for all training that the SENCO participates in, along with any training that staff are given.

During staff induction, all staff will receive SEND training.

Training will cover the following:

- identifying SEND in children
- liaising with the school's SENCO

- implementing support measures
- monitoring the success of those support measures
- de-escalation techniques
- how to develop peaceful learning environments
- how to develop lessons so they are engaging for children with varying forms of SEND
- reasonable adjustments
- how to help with emotional development

Admissions

The school will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.
- Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school website.

Safeguarding

The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, peer-on-peer abuse, neglect and sexual violence or harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to,

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The Headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the behaviour policy regarding positive handling.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

Roles and Responsibilities

The **governing board** will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENCO for the school.

The **Headteacher** will be responsible for:

The headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all pupils, including pupils with SEND.

In enacting this policy, the headteacher will:

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the school.
- Ensure the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

The **SENCO** will be responsible for:

- Collaborating with the governing board and Headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- Working with the relevant governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of the SEND policy.
- Coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans.
- Liaising with the relevant, designated teachers where LAC have SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options and a smooth transition is planned.
- Drawing up a one-page profile of a pupil with SEND.

- Providing professional guidance to colleagues and working closely with staff members, parents and other agencies, including SEND charities.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Ensuring, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Informing the parents of pupils with SEND, who do not have an EHC plan, that SEND provision is being made.
- In collaboration with the Headteacher, identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- Providing training to relevant class teachers.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses and advising on effective implementation of support.

The **DSL** will be responsible for:

- Liaising with the Headteacher (in cases where the Headteacher is not the DSL) to inform them of any issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations regarding pupils with SEND.
- Liaising with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding pupils with SEND.
- Liaising with the SENCO where appropriate regarding safeguarding concerns for a pupil with SEND.
- Promoting supportive engagement with parents and/or carers in safeguarding and promote the welfare of pupils with SEND, including where families may be facing challenging circumstances.
- Working with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that pupils with SEND are experiencing or have experienced, and identifying the impact that these issues might be having on pupil's attendance, engagement and achievements.
- Recognising the additional risks that pupils with SEND face online, e.g., from online bullying, grooming and radicalisation, and ensuring they have the capability to support pupils with SEND to stay safe online.

The **Class Teachers** will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the Headteacher.

Supporting Successful Preparation for Adulthood

The school is aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to higher education.

The school will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships.
- Ensure that pupils with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity.
- Engage with secondary schools, as necessary, to help plan for any transitions.

Dealing with Complaints

In the first instance if you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the following (please also see the school's Complaints Policy):

- the Class Teacher
- the SENDCo
- the Headteacher
- the School Governor with responsibility for SEND. Her name is Mrs Musker and she can be contacted by emailing office@berkswich.staffs.sch.uk or calling 01785 337360

The school will publish the Complaints Procedure Policy on the school website.

Following a parent's serious complaint or disagreement about the SEND provision being made for their child, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

The school is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.
- Appeals to the SEND Tribunal.

EYFS Only: Parents will be made aware that Ofsted can consider complaints relating to whole-school SEND early years provision if the problem has not been resolved informally.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

Resolving disagreements

The school is committed to resolving disagreements between pupils and the school.

In carrying out of duties, the school:

- Supports early resolution of disagreements at the local level.
- Explains the independent disagreement resolution arrangements in our Complaints Procedures Policy, which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals.

Supporting Children with Medical Needs

Children with medical needs will be provided with a detailed Individual Health Care Plan, compiled by school in collaboration with parents and where appropriate with the child. This is regularly reviewed and kept up-to-date. Staff members will complete necessary training to ensure they can carry out any medical care duties.

Staff Training and Improving Practice

The school is committed to the learning and development of all its staff members and training opportunities will be provided and delivered in line with the school's CPD and Training Policy.

The school SENCO will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with SEND

Use of Data and Record Keeping

All information about pupils will be kept in accordance with the school's Records Management Policy and Data Protection Policy.

The school's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact, e.g. through the use of provision maps.
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

The school keeps data on the levels and types of need within the school and makes this available to the LA and Ofsted.

Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents, except for specified purposes or in the interests of the pupil, such as disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

The school will adhere to the Pupil Confidentiality Policy at all times.

Publishing Information

The school will publish information on the school website about the implementation of this policy.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

The SEN Information Report will be prepared by the governing board and will be published on the school website. It will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

Joint Commissioning, Planning and Delivery

The school will work closely with local education, health and social care services to ensure pupils get the right support.

The school will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and

young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

The school will draw on the wide range of local data sets about the likely educational needs of pupils with SEND to forecast future needs, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND among children at the national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate pupils with SEND.
- An analysis of local challenges or sources of health inequalities.

The school will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for pupils with SEND.
- Increasing the identification of pupils with SEND prior to school entry.

Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

Monitoring and Review

The policy is reviewed on an annual basis by the headteacher in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.