



**BEAL VALE PRIMARY SCHOOL**

*Part of Crompton House CofE Multi Academy Trust*

Salts Street

Shaw

Oldham

OL2 7SY

Tel: 0161 770 7350

Email: admin@bealvaleprimary.com



**Beal Vale Primary School, Shaw,  
Oldham  
Special Educational Needs & Disability  
Policy**

Approved/adopted by	Governing Body	January 2023
Last reviewed by/on	November 2024	
Next review date due by	November 2026	

## **Principles**

At Beal Vale Primary School, we hope to lay the foundation for academic learning, fostering a love of knowledge and a desire to achieve. We seek to provide a setting that gives **all** children the best possible learning opportunities, matched to their individual needs, within a happy and safe environment.

We are committed to providing equal opportunities for all and recognise that every teacher is a teacher of every child including those with SEND. We recognise and value diversity within our school, community and the wider world and aim to include all pupils in all aspects of school life, making all reasonable adjustments to prevent any child being put at a substantial disadvantage.

Whilst academic achievement is important, we recognise our role in developing the “whole child”. Therefore we aim to promote not just intellectual growth but his/her physical, social, moral, spiritual, emotional, creative and aesthetic development, as well as raising self-esteem, encouraging a sense of responsibility, initiative, and self-discipline.

As a school, we continually strive to improve and aim to prepare our pupils to make a positive and responsible contribution to life in our ever-changing and increasingly technological world. We aim to develop a strong partnership with parents and encourage all our pupils to develop as citizens of the school and wider community.

The SENCO for Beal Vale Primary School is Mrs Elizabeth Jeffries who can be contacted via the School Office or by phone on 0161 770 5752 or [admin@bealvaleprimary.com](mailto:admin@bealvaleprimary.com)

## **Aims**

- Every pupil has an entitlement to fulfil his or her optimum potential. This is achieved by ensuring the wellbeing of all pupils in relation to: being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving social and economic wellbeing.
- All children, including those with Special Educational Needs, should have full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation stage and the National Curriculum.
- All children with Special Educational Needs should have their needs met and our school is committed to raising the aspirations of and the expectations for all pupils with SEN.
- All children should be enabled to develop to their full potential through a continuum of provision in an inclusive and supportive environment.
- Parents have an important role to play in supporting their child’s education.
- The views of the child should be taken into account.

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy has been produced by the school's SENCO with support from the SEN Governor and Senior Leadership Team. Consultations with staff and parents of pupils with SEND took place to produce a policy in the spirit of current reform.

This policy links to our policies on:

- Accessibility plan
- Behaviour policy
- Equality policy and statement
- Supporting pupils with medical conditions
- Intimate Care Policy
- Emotional Health & Mental Well-being

### **Objectives**

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a whole school approach to the management and provision of support for special educational needs.
- To ensure a continuum of provision to meet those needs.
- To involve parents at every stage.
- To enable children to express their views.
- To ensure the school works effectively in partnership with other agencies.
- To provide support and advice for all staff working with special educational needs pupils.

### **Identification and Assessment**

A child has Special Educational Needs if they have a learning difficulty or disability which calls for additional educational provision for them, namely provision that is different from or additional to that normally available to pupils of the same age. A child has a learning difficulty if he or she has significantly greater difficulty in learning than the majority of children of the same age.

The SEND Code of Practice 0-25 (2014) p86-87 identifies four broad areas of need

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

We aim to identify pupils with difficulties, in one or more of these areas of need, to plan what action can be taken to ensure progress and success for the individual.

A child is not regarded as having a learning difficulty solely because the home language is different from that in which they are taught. Nor are pupils with physical or medical conditions necessarily considered to have special educational needs, if their needs can be met by reasonable adjustments, as outlined by schools' duties under current Disability Equality legislation.

All pupils' progress is monitored termly by Class teachers together with the Head teacher. In addition, the SENCO monitors progress of all pupils identified as SEN with meetings with class teachers each term. These meetings are also an opportunity to discuss pupils that are causing concern and plan appropriate strategies to address concerns.

Children may be identified as having Special Educational Needs as a result of:

- class teacher assessment, in consultation with SENCO
- information from parents
- information from external sources e.g. Health Visitors, Early Years Additional Needs Services etc.

At Beal Vale Primary School, we follow a **ASSESS – PLAN – DO – REVIEW Cycle**. The first stage of this cycle involves collecting information about the child, including:

- outcomes from baseline assessments and SATs
- progress within Early Learning Outcomes, National Curriculum levels or other suitable assessment systems
- standardised test results
- information from external agencies
- information from parents/carers

When the information has been gathered and the pupil's needs assessed, the class teacher, with support from the SENCO and in consultation with parents and pupil, will plan the adjustments, interventions and/or support to be put in place. The expected impact on progress, development or behaviour must also be established at this point and a clear date for review set. This information will be shared with relevant members of staff and recorded on school's information system.

During the Do phase of the cycle, the class teacher remains responsible for working with the child on a daily basis. They work closely with teaching assistants and specialist staff, to plan and assess the impact of support and interventions.

The effectiveness of the support and interventions and their impact will be reviewed in the agreed timescale, usually termly. The impact and quality of support will be evaluated and the views of both pupils and parents taken in to consideration when reviewing progress. Parents of pupils requiring SEN support will be invited to at least three meetings each academic year to discuss pupil progress. These may include scheduled Parents' Evenings, formal review meetings or informal class teacher/parent meetings as required.

### **A Graduated Approach to Special Educational Needs**

The school adopts a graduated approach to help children who have Special Educational Needs. This is referred to as the three waves approach:

#### **Wave One (High Quality Teaching)**

- The Class Teacher's planning ensures access to a broad and balanced curriculum, which is suitably differentiated for children of varying abilities, taking into account learning styles, the learning environment, the task and the teaching style.
- Class teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialised staff.
- Some children with identified conditions or specific needs can make progress with adjustments and interventions as planned as part of good quality teaching.

#### **Wave Two (SEN support)**

- Additional interventions and support to address identified needs to ensure adequate progress.

#### **Wave Three (Individual support)**

- Individual intervention programmes and support higher levels of need, often incorporating advice and support from external agencies and professionals.

Provision maps identify the range of provision available in each class.

### **Triggers for SEN Support**

The trigger for intervention through SEN Support will be concerns that, despite differentiated learning opportunities the child:

- makes little or no progress
- shows difficulty developing literacy or mathematical skills, which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which do not improve with intervention

- has sensory or physical problems and makes little progress despite the provision of specialist equipment
- has communication and/or interaction difficulties and continues to make little progress

### **At SEN Support**

The Class Teacher consults the SENCO

The Class Teacher, SENCO and parents meet to share information and concerns. The Class Teacher and SENCO collect all available information about the child including, with parental permission, information from other professionals. This is kept in the child's individual file and on the school's information system. The Class Teacher remains responsible for working with the child on a daily basis and devises interventions additional to or different from those provided as part of the school's usually differentiated curriculum.

The Class Teacher and SENCO draw up a Personal Education Plan (PEP) (Appendix A) for the child, recording term targets and their success criteria, strategies to be used, provision to be made and review outcomes. Copies of PEPs are kept by the Class Teacher, SENCO, Support Assistant and Parents. PEPs are reviewed termly.

In consultation with parents, the SENCO may arrange for further assessments by other agencies such as Speech and Language Therapist, Educational Psychologist or other relevant specialists. Advice received from such agencies will be adopted as appropriate, and effectiveness reviewed as part as the assess-plan-do-review cycle.

The SENCO, in consultation with the Senior Leadership Team, allocate additional resources from the school's budget to meet the needs of individual pupils.

If a pupil does not make expected levels of progress following interventions and further advice from specialist services, then their SEN support will become more individualised. At this point, school may consider referral for an Educational, Health and Care Plan.

### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan.

If the LA should decide against making a statutory assessment or issuing a EHC plan, parents may appeal to the SEN Tribunal. Advice on the statutory process can be found at [https://www.oldham.gov.uk/info/200368/children\\_and\\_young\\_people\\_with\\_special\\_educational\\_needs\\_and\\_disabilities](https://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities)

Further advice and support for families affected by SEND can be found at

<https://www.point-send.co.uk/contact-oldham-sendiass>

### **Educational Health and Care Plan**

If the LA considers that the needs of an individual cannot be fully met by the school, then it will issue an EHC plan stating the provision and support required above and beyond that provided by the school. All EHC plans are reviewed annually. Parents, LA and all professionals involved are invited to the Annual Review and a report subsequently sent to the LA along with any written advice.

During the year pupil, parents, Class Teacher, support assistant, SENCO and external services may meet to review progress and set targets for the child's PEP.

### **Roles and Responsibilities**

**The Governing Body**, in co-operation with the Head Teacher, determines the school's general policy and approach to pupils with SEND and establishes appropriate staffing and funding arrangements. The Governing Body must report annually to parents on the school's policy on SEND. A governor is appointed to monitor the school's work on behalf of children with SEND.

**The Head Teacher** keeps Governors informed and works with the SENCO to ensure appropriate provision for children with SEND.

**The Special Educational Needs Co-ordinator (SENCO)** is responsible for:

- the day to day operation of the school's SEND policy
- co-ordinating provision for children with Special Educational Needs and Disability.
- Overseeing the progress of all pupils with SEND and maintaining accurate records.
- organising and attending SEND reviews for children receiving SEND support

- liaising with parents of children with Special Educational Needs
- liaising with external agencies from the LA and Health and Social services
- preparing submissions for funding and statutory assessment
- liaising with and advising colleagues
- attending relevant meetings and courses, and reporting back to staff where appropriate
- Identifying training needs for staff and facilitating appropriate professional development opportunities.
- Purchasing resources.
- Overseeing the provision for pupils with medical conditions that could impact upon their progress and arranging specific medical training for staff.
- Monitoring the provision for pupils with physical impairments and arranging for necessary adjustments.

### **All Teachers**

- are responsible for assessing progress and planning and delivering individualised programmes for pupils with SEND.
- are involved in developing the school's SEND policy
- are aware of the school's procedures for identifying and making provision for children with SEND.

### **Support Staff**

- work under the direction of the class teacher to meet the learning targets identified on PEPs
- work with individual children or groups of children, either withdrawn from or within the classroom as appropriate
- Report to the Class Teacher and SENCO on progress made towards targets.

### **Parental Participation**

The school works in partnership with parents at every stage of provision for children with SEN, from sharing initial concerns to statutory assessment. Parents are supported to recognise and fulfil their responsibilities as parents and play an active part in their children's education. All parents are invited to attend twice yearly parents' evenings and receive a written report on their child's progress in July. In addition, the parents of children with SEND are sent invitations to regular Review Meetings, where their knowledge and experience contributes to the assessment and target setting process. Parental views and concerns are recorded and parents are sent copies of PEPs.

The SEND Information Report and SEND Policy are published on the school's website. Parents of pupils with SEND are also provided with a Parent's Guide to SEND at the beginning of each academic year so that they are aware of procedures and contacts.

### **Pupil Participation**

All pupils are encouraged to contribute to the review process by expressing their thoughts and feelings. They are encouraged to participate in decision making processes that occur in education, including setting their own targets. They are given opportunities to understand that they are listened to and their views valued.

### **Admission Arrangements**

Please refer to the information contained in our school prospectus.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

### **Accessibility**

Pupils with SEND are given the same opportunities to participate in extra curricular activities, sporting and cultural activities and educational visits as non-SEN pupils as far as is reasonably practical and compatible with the needs of all the children.

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

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

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

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to take part in activities to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

Further details of the approach adopted by Beal Vale Primary School can be seen by referring to the Disability Equality Scheme/Accessibility Plan.

### **Resources**

Resources are allocated for SEND provision through:

- general allocation of funds
- SEN nominal allocation
- High Funding Block from LA when appropriate

This funding is used to provide:

- additional hours of support staff time
- Educational resources, including computer software, language and number activities, assessment materials and specific equipment required by individuals.

### **Evaluation of SEN provision**

The progress of individual children is monitored and recorded by the SENCO at regular Review meetings. The school achievement tracking procedures will be used to record EYFS Outcomes and track children's performance through KS1 and KS2.

The Head Teacher reports annually to Governors on the school's SEN provision. The Governors must report annually to parents on the effectiveness of the school's SEN policy. A Governor has responsibility for monitoring SEN provision in school and meets with the SENCO on a termly basis. The Governor responsible is Mrs Jackie Hirst.

### **Complaints Procedures**

Parents are welcome to come to school to discuss their child's needs with the Class Teacher, the SENCO or the Head Teacher. Should parents have a complaint about SEN provision they should see the Head Teacher who will arrange a meeting with all concerned. If necessary the complaint will be referred to the Governing Body. If further action is required the LA will be involved.

### **In-service Training**

The SENCO attends relevant training courses and feeds back information to staff on current developments and policy. Teaching and support staff also attend SEN courses when requested or recommended. The SENCO will organise INSET, with input from outside agencies where necessary.

### **External Support**

The school works in close partnership with outside agencies. Reports and advice are kept in individual files and are available to those who require access. Recommendations are incorporated into PEPs where relevant. Agencies likely to be consulted include;

#### **Quality and Effectiveness Support Team (QUEST)**

SENCO may request the involvement of an advisor to advise on assessment and support strategies for individual pupils. QUEST will also provide staff training.

#### **Early Years Special Needs Service**

To advise and liaise with the SENCO to prepare provision for identified children entering Reception.

#### **Educational Psychology Service**

At the request of the SENCO an Educational Psychologist may attend planning meetings, assess and provide recommendations for children whose needs are complex and may require application for statutory assessment.

#### **Speech and Language Therapy Services**

Children with language delays and disorders may be referred for assessment to the service. The service sends reports to the SENCO on pupils whose therapy is provided by the NHS outside school.

**Hearing Impairment Team**

**Visual Impairment/Physical Impairment Team**

**School Health Advisor**

**School Medical Officer**

**Clinical Psychologist**

**Occupational Therapist**

**Education Welfare Officer**

**Pupil Welfare Services**

**Social Services**

**SEMHS Team**

**Links with other schools**

Where a child has been identified as having SEN prior to entering the Reception Class, the Early Years SEN Service arranges a meeting between the SENCO, parents and any other agencies and pre-school setting involved to share information and make arrangements for transition. When a pupil transfers to or is received from another primary school every effort is made to ensure all relevant information is passed on.

At transition to KS3, the Year 6 Teacher and SENCO liaise with the receiving school to ensure a successful start to secondary school. Arrangements maybe made for reciprocal visits. All SEND files are sent to receiving schools. The transition plan for pupils with EHC plan or Statement of Special Educational Needs commences in Year 5.

Appendix A



**Pupil Education Profile**

My Name is \_\_\_\_\_

My Birthday is \_\_\_\_\_

My Class is \_\_\_\_\_

What is good about me (Pupil views)		What I need help with (Areas of concern)	
What I have achieved (Levels/ awards)	What I would like to achieve	How to support me (Strategies/Interventions)	Who is going to help me (Support arrangements)
Parents/carers concerns		Assessments used	Further info (Other agency inv)
Parents/carers future hopes	What needs to happen now?	By whom?	By when?

What has worked well		
Expected outcomes		

Date of Meeting \_\_\_\_\_ Review Date \_\_\_\_\_ Present \_\_\_\_\_

**Progress against previous Action Points**

Action Point	Progress	Progress
	Pupil view	Teacher view