



Bedford Primary School

SEND and Inclusion Policy September 25-26

Contents:

1. Aims and objectives
2. Responsibility for the coordination of SEND provision
3. Arrangements for coordinating SEND provision
4. Admission statements
5. Specialist SEND provision
6. Facilities for pupils with SEND
7. Allocation of resources for pupils with SEND
8. Identification of pupils needs
9. Access to the curriculum, information and associated services
10. Inclusions of pupils with SEND
11. Evaluating the success of provision
12. Complaints Procedure
13. In service training (CPD)
14. Links to support services
15. Working in partnership with parents/carers
16. Links with other schools
17. Links with other agencies and voluntary organisations

Bedford Primary School's SEND and Inclusion Policy

This policy document sets out the schools aims principals and strategies for the teaching of children with SEND.

Introduction

In September 2014 the government introduced SEND reforms to schools (Children and Families bill). The reforms aimed to streamline support for children and young people aged 0-25 and focus on delivering positive outcome for them.

Definition of SEND and the SEND Register

The government's definition of SEND in the new SEND code of practice is:

“A child has SEND if they have a learning difficulty or disability which calls for “special educational provision” to be made for them and they have significantly greater difficulty in learning than the majority of others of the same age”

A child of compulsory school age has a learning difficulty if he/she:

- 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 schools.

As a result, children who were previously classed on the schools SEND register as having “Special Educational Needs” may now not be on the SEND Register. They may still take part in additional interventions, but these may not be a “special educational provision” but be included as the normal differentiated curriculum offered by the school. This is called “Quality First Teaching” and is the most effective way for the vast majority of children to access their learning.

SEND Support

Children who remain on the SEND register are now referred to as requiring “SEND Support”. The interventions to meet their needs are more specialised and require the advice and supervision of the schools Special Educational Needs Coordinator (SENCO). The progress they make on these interventions and in their education as a whole is reviewed termly with parents/carers.

Education, Health and Care Plans

Some children with very complex needs have Education Health and Care Plans.

SEND Local Offer

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and

provision that are available both to those families in Sefton that have an Educational health care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND local offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Pupils with SEND and/or disabilities admitted to Bedford Primary School could have difficulties with one or more of the following:

≈ Cognition and Learning

≈ Communication and Interaction

≈ Social, Emotional and mental Health Difficulties

≈ Sensory and/or Physical

Aims

The aims of this policy are:

- To ensure that Bedford Primary School complies with the requirements of the *Education Act 2014*, *Disability Discrimination Act 1995 and 2005*, the *SEND Regulations*, the *SEND Code of Practice 2014* and other statutory guidance and are implemented effectively within the school.
- To ensure that every pupil at Bedford with Special Educational needs and/or disabilities has maximum opportunity to achieve.
- To enable all children to have full access to all elements of the school curriculum;
- To ensure families are able to play their part in supporting their child's education;
- To ensure that all our children have a voice in this process.

Implementation

The school has regard to all the requirements of the SEND Code of Practice (2014). The SEND Code promotes a common and graduated approach to identifying, assessing and providing for pupils' special educational needs. The focus of the graduated response is on improving teaching and learning at all times. Teachers are supported to look carefully at how they organise their lessons, the classroom, the books and materials they give to each pupil and the way they teach. All children, including those with SEND are fully involved in opportunities across the school, including after school clubs, school council, residential visits, school plays and sports teams.

2. Responsibility for the coordination of SEND provision

The person responsible for overseeing the provision for children with SENCO is V.Fallon(SENCO)

3. Arrangements for coordinating SEND provision

The SENCO will hold details of all SEND records for individual pupils.

All staff can access:

- Bedford Primary School's SEND Policy
- A copy of the full SEND register
- Guidance of identification of SEND in the code of practice
- Information on individual pupil's special education needs, including pupil support plans, targets set and copies of their year group provision map
- Practical advice, teaching strategies and information about types of special educational needs and disabilities and interventions (Bedford's Inclusive Teaching Manual)
- Information available through Sefton's SEND Local Offer on Sefton's portal

In this way, every staff member will have complete and up to date information about all pupils with special needs and their requirements, which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents/carers in order to aid the effective co-ordination of the school's SEND provision.

4. 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 SEND; those with Education, Health and Care Plans and those without.

5. SEND Support

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND support and training from SEND services where necessary.

6. Facilities for pupils with SEND

The school complies with all relevant accessibility requirements; please see the school accessibility plan for more detail.

7. Allocation of resources for Pupils with SEND

Allocation of resources for these pupils will be funded from the schools notional SEND budget, and potentially from the Local Authority (from the high-level needs funding block of the dedicated schools grant).

8. Identification of pupil needs

See definition of Special Educational Needs at start of policy.

Quality First Teaching

In our school we aim to offer excellence, whatever a child's ability or needs. We meet this need, in the first instance, by ensuring high quality teaching, differentiated and personalised for individual pupils,

Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan (EHCP). Adults in school show a positive and sensitive attitude towards all pupils; while support is deployed to meet individual needs, the skills to develop independence are also fostered.

We respect the fact that children:

- have different educational, behavioural and emotional needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers organise their classroom environments using the principles of dyslexia, communication and autism friendly practice. In order to meet the learning needs of all pupils, teachers differentiate work and resources. Staff work to meet individual learning needs and to feedback and plan next steps in learning effectively. (Refer to Marking Policy/ SEND checklists of strategies to support learning/Bothered about checklists)

The graduated Response:

- a) Any pupils who are falling significantly outside the range of expected academic achievement in line with predicted performance indicators will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- g) Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents/carers informally or during parent consultation events

SEND Support

Where it is determined that a pupil does have SEND, parents/carers will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process.

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teachers' assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

The analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff, are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

Plan

Planning will involve consultation between the teacher, SENDCO and parents/carers to agree the adjustments, interventions and support that are required: the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO, EP, SALT and other external agencies.

Teaching assistants at Bedford have specific areas of expertise, and deliver interventions across the school day to pupils. The interventions are recorded on Intervention sheets and monitored carefully for impact every 6 weeks. We do not believe that teaching assistants can be seen as a replacement for teachers when teaching children with SEND, however we do believe they are a valuable resource in the classroom and in delivering high quality intervention.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents/carers. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents/carers and the pupil.

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.

The decision to make a referral for an Education, Health and Care Plan will be decided with all parties in agreement that it is needed in the best interest of the child. 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 panel of professionals. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEND Local Offer:

Education, Health and Care Plans (EHC Plan)

- a. Following Statutory Assessment, an EHC Plan may be provided by the LA in which the child lives, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents/carers will be involved developing and producing the plan.
- b. Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriated, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, considering the wishes of their parents/carers and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in the mainstream classroom setting.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across our networks. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

10. Inclusion of pupils with SEND

The Senior Leadership Team oversee the school's approach to inclusion and are responsible for ensuring that inclusive practice is implemented effectively across the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice as appropriate, around individual pupils from external support services through the termly Planning Meetings and the Multi Agency meetings.

11. Evaluating the success of provision.

In order to make consistent, continuous progress in relation to SEND provision the school encourages feedback from staff, parents/carers and pupils throughout the year. This is done in the progress meetings with parents/carers.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. SEND interventions are recorded on provision maps that are updated and monitored regularly.

12. Complaints procedure

If a parent or carer has any concern or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher, who will be able to advise on formal procedures for complaint. The school's complaints policy is also available on the school website.

13. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENDCO attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND matters and we have funding available to support this professional development. The SENDCO, with the Senior leadership team, ensures that training opportunities are matched to school development priorities.

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child's parents/carers.

15. Working in partnerships with parents/carers

Bedford Primary believes that a close working relationship with parents/carers is vital in order to ensure:

- a) Early accurate identification and assessment of SEND leading to appropriate intervention and provision.
- b) Continuing social and academic progress of children with SEND
- c) Personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupils needs. The SENDCO may also signpost parents/carers of pupils with

SEND to the local authority where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents/carers and the pupil will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND Governors may be contacted at any time in relation to SEND matters.

16. Links with other schools

The school works in partnership with the other schools in our Trust (Southport Learning Trust). This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

We work closely with our feeder schools (nurseries and secondary) to ensure the needs of our SEN children are shared and catered for. We promote and enable enhanced transitions with these schools.

17. Links with other agencies and voluntary organisations.

Bedford Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEND, the SENDCO, Headteacher and pastoral support team are responsible for liaising with the following:

- Sefton's Education Psychology Service
- SEND, Advisory and Inclusion Service
- Social Services
- Speech and Language Service
- Specialist Outreach Service e.g., OSSME
 - Applied Psychology
 - Liverpool Speech and Language Therapy

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

18. Links with other policies and documents.

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy

- Attendance policy
- Child protection policy
- Complaints policy

Signed (Headteacher) *R Braithwaite*

Date 2/9/2025

Signed (SEND CO) *V. Fallon*

Date: 2/9/2025

Signed (SEND Governors) *C Hancock & J Williams*

Date 2/9/2025

This policy will be reviewed annually.