

BEESTON FIELDS PRIMARY SCHOOL AND NURSERY



Special Educational Needs Policy

Adopted: September 2024

Review date: September 2025

Contents

Mission Statement.....	4
Our aims are:.....	4
Responsibility for the coordination of SEN provision	5
Arrangements for coordinating SEN provision	5
Admission Arrangements.....	6
Specialist SEN Provision	6
Facilities for pupils' with SEN	6
Allocation of resources for pupils with SEN.....	6
Identification of pupils needs	7
Identification	7
A graduated approach:	7
SEN Support	8
Assess.....	8
Plan	9
Do.....	9
Review.....	9
Request for an assessment Education, Health and Care (EHC) Plan	9
Access to the curriculum, information and associated services	10
Inclusion of pupils with SEN.....	11
Evaluating the success of provision	11
In-service training (CPD)	12
Working in partnerships with parents	12
Links with other schools	13
Transition	13
Links with other agencies and voluntary organisations.....	14

It is likely that the majority of children will experience some level of difficulty at some point during their time in education. However, some children and young people may require some additional support to remove barriers to their learning.

This is based on an understanding that all children and young people are entitled to an education that is responsive to their needs, promotes high standards and opportunities to explore their hopes and aspirations, regardless of their starting point, background or area of need.

This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

The formal definitions of special educational needs (SEN) are taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Although children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught, due consideration should be given when assessing needs.

The framework for supporting children and young people with special education needs is contained within the SEN Code of Practice. A copy of which can be found on the Department for Education's website:

[SEND Code of Practice](#)

Nottinghamshire has developed a SEND Local Offer, which is a resource that 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 Nottinghamshire that have an Education, Health and 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.

www.nottinghamshire.sendlocaloffer.org.uk

Mission Statement

At Beeston Fields, we believe all pupils, irrespective of their contexts, are entitled to feel empowered to achieve well in all aspects of school life. We believe this starts with being healthy, both physically and emotionally. We want our children and families to feel supported, ensuring all children attend well, are school-ready, with the equipment they need. This includes supporting families as they transition into our school, making sure families feel they know who they can speak to if they require additional support, as well as having regular review meetings throughout the year to identify the best way to support our children in and out of school.

We provide a valuable and engaging curriculum, which enables all learners to enjoy, achieve, become independent and self-motivated. All pupils should achieve well, building on their prior knowledge. We achieve this through first quality teaching, interventions and our mastery approach.

We admire and encourage diversity in our school population, including those with SEND, building a community that not only accepts people's differences but fights for the rights of all.

Aims:

- To ensure that *all* pupils have access to a broad and balanced curriculum
- To scaffold learning, considering individual children's needs, to ensure all children access the age-appropriate curriculum
- To ensure that pupils with SEND take as full a part as possible in all school activities
- To work with parents and pupils to measure progress and attainment and plan next steps
- To promote effective partnership and involve outside agencies when appropriate, ensuring that all partners are aware of their responsibilities
- To ensure the resources used within our school are meaningful for our children and reflect our school and wider community
- To utilise assessment and tracking tools to measure progress for children with SEND not only academically but across all areas of learning

Our aims are:

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and the prior early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help ensure they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCO and Subject Leaders and will be carefully monitored and regularly reviewed to ensure individual targets are met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child and involve them in all stages of their child's education. Engage in open and supportive discussions that encourage parental confidence to share information that would be helpful in supporting their child. This will include supporting them in terms of understanding SEN procedures and practices,

providing regular reports on their child's progress, and providing information annually on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work. This forms part of the school's SEN Information Report. Consideration needs to be given to presenting information in a way that is responsive to the individual needs of parents.

- **Work with and in support of outside agencies** when the school feels they require additional advice on how to support children in their learning.
- **Create a school environment where pupils feel safe to voice their opinions about their needs and the provision made to meet them.** This means teachers have regular 1:1 discussions with pupils to identify their needs and next steps. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is Angela Huthart (*Executive Headteacher*) and Kristabel Beeley (*Head of School*)
- The person co-ordinating the day-to-day provision of education for pupils with SEN is Victoria Blair [*SENCO*] and Mair Plimmer-Craig [*SENCO while Victoria Blair is on maternity leave*].

Other members of the inclusion team are:

- Cathy Jackson – Family Support Worker
- Frazer Potheary – Nurture Teacher
- Colette Attewell & Teri Layton – Learning Mentors

Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN Support records such as provision maps and SEND Support Plans for individual pupils.

All staff can access:

- The Beeston Fields SEN Policy;
- A copy of the full SEN Support Register
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including SEND Support Plans, EHCPs and provision mapping.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the staff IT system on individual pupils and their special needs and requirements
- Information on current legislation and SEN provision on staffroom notice boards
- Information available through Nottinghamshire's SEND Local Offer

(www.nottinghamshire.sendlocaloffer.org.uk)

This information is made accessible to all staff and parents to aid the effective co-ordination of the school's SEN provision. 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.

Admission Arrangements

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.

This information is available on our school [website](#).

When a child joins our school, we will work with their previous setting to gather as much information as we can, wherever possible observing the child in their previous setting. We will also work with families to fully understand a child's needs in order to put in a robust plan in place.

Specialist SEN Provision

Beeston Fields has 70 pupils with SEN.

We have 14 members of staff who specialise in SEN provision and support.

We are committed to whole school inclusion. Inclusion covers more than special educational needs and would incorporate gender, sexual orientation, race, religion and culture. It is important to recognise that some of these additional barriers may exist for some children and young people with special educational needs so that we may promote understanding and ensure that support and provision is tailored to meet the individual needs of the child or young person. For more information on our provision for inclusion see section 10.

Facilities for pupils' with SEN

The school has a range of specialist SEN facilities in place, including:

1. Accessibility ramps
2. Nurture facilities
3. Disabled toilet
4. Extended Key Stage 1 provision

Allocation of resources for pupils with SEN

All pupils with SEN will have access to Element 1 and 2 of a school's budget which equates to up to £6,000. This is called Place Funding. This is used to pay for resources and staff necessary to support children with Special Educational Needs e.g. TAs to administer interventions.

Some pupils with SEN may access additional funding called Top-Up funding. This additional funding might be from a budget which is devolved to our Family of Schools (AFN – Additional Family Needs) for moderation by the SENCos within the School Family and is managed by the Family SENCo. For

those pupils with the most complex needs, additional funding is retained by the local authority (HLN – High Level Needs). The School SENCo, with the support of the School Family and the Family SENCo, will refer individual applications to a Local Authority multi-agency panel, the High Level Needs Panel, who will determine whether the level and complexity of need meets the threshold for this funding.

Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy

A graduated approach:

Quality First Teaching

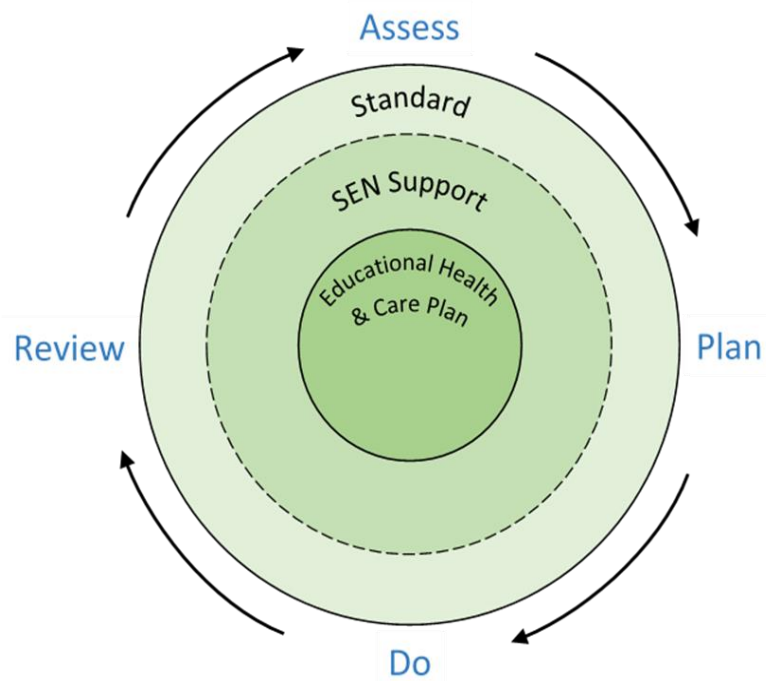
- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEND, they will be reviewed by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated, meaningful 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 SENCO 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 and any/or professional development that may be required by school staff.
- f) If a pupil has recently been removed from the SEND Support register, they may also fall into this category as continued oversight will be advisable.
- g) Parents will be informed fully of every stage of their child's development. Parents are encouraged to share information and knowledge that they feel would be useful in helping with the school's understanding of the child and their broader needs. This information will be handled confidentially and sensitively.
- h) The child is formally recorded by the school as needing closer review of their needs due to concern raised by the parent or teacher, but this does not place the child on the school's SEND Support list. This information is shared with parents and is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to review the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and pattern of progress.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school record. The aim of formally identifying a pupil with SEN 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. [Insert diagram](#)



Assess

This involves clearly analysing the pupil's needs using the class teacher's 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. 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.

This 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.

Plan

Planning will involve consultation between the teacher, SENCO and parents 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, so that the pupil benefits from a consistent approach.

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 /or relevant specialist staff 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.

Review

Reviews will be undertaken in line with agreed dates. 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 their parents. 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 and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Request for an assessment Education, Health and Care (EHC) Plan

If a child has lifelong or significant difficulties, it may be appropriate to consider a Statutory Assessment, which is usually requested by the school, but can be requested by a parent or young person, or in some instances by professionals from health and social care. This should begin with a conversation with the SENCO.

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

[Nottinghamshire's Local Offer](#)

or by speaking to the Integrated Children's Disability Service on:

0115 804 1275

or by contacting the Ask Us Nottinghamshire on:

0800 121 7772

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

- Parents
- Pupil
- Teachers
- SENCO
- Educational Support Services
- Social Care
- Health professionals

Information will be gathered to inform a decision about whether an EHC Plan may be required. The request will be considered by a multi-agency panel. Parents have the right to mediation and ultimately can appeal against a decision not to initiate a Statutory Assessment leading to an EHC Plan. Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, 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 will be involved in developing and producing the plan.
- b. Parents 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 and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Access to the curriculum, information and associated services

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

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Subject leaders work alongside the SENCO to monitor how effectively we scaffold our children in order to access the curriculum.

In order to support children with SEN accessing the curriculum we:

- Keep staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Provide regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND
- Make use of all class facilities and space
- Use in-class provisions and support effectively to ensure that the curriculum is differentiated to address a range of different needs, as necessary
- Make sure that individual or group tuition is available where it is felt that pupils would benefit from this provision, through termly reviews of the year group provision map at pupil progress meetings

- Ensure any decision to provide group teaching outside the classroom will involve the teacher and/or SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- Set appropriate individual targets that motivate pupils to do their best and celebrating achievements at all levels

Inclusion of pupils with SEN

The inclusion of all pupils with SEND should be seen in the context of inclusion in its broadest sense, which will include the groups identified under the Equality Act 2010, namely those facing additional barriers due to race, gender, sexual orientation and religion. It is recognised that some pupils with SEND will also face additional barriers by virtue of the prejudices associated with belonging to these groups (whether conscious or unconscious). The Headteacher and SENCO oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Curriculum Lead together with the SENCO 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 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub (MASH) and School Behaviour and Attendance Partnership (SBAP).

We will ensure that our school communicates its ethos for inclusion through all communication that goes home to parents, as well as through the interactions parents have with school staff.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. In school, this typically takes place through termly reviews of provision maps at pupil progress meetings. For parents, this happens at review meetings of SEN support plans and annual reviews for those with an EHCP.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. In order to measure this progress, we assess the children against the National Curriculum. For children working significantly below age-related expectations, we measure progress against BSquared. We also have systems in place to measure progress for some children in their social, emotional development (Boxall), their social communication (AET progression toolkit) and their language development (Early Communication Toolkit or Wellcomm).

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCo and headteacher and information is gathered from different sources such as child and parent voice at SEN review meetings, teacher voice at a staff meeting and parent questionnaires. Children and parent voice is captured on the termly SEN Support Plans. This will be collated and published by the governing body of a maintained school (or the proprietors of Academy schools) on an annual basis in accordance with section 69 of the Children and Families Act 2014. This is commonly known as the SEND Information Report.

Evidence collected for the SEND Information Report will help inform school development and improvement planning.

In-service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice. The school will maintain a strategic overview of training for its staff which will include training opportunities targeted at specific areas of SEND and inclusion, more widely.

Our school operates the following training programmes:

The SENCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development.

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

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school.

Working in partnerships with parents

Beeston Fields believes that a close working relationship with parents is vital.

No pupil will be entered onto the school's SEND register without prior discussion with parents.

The school endeavours to recognise and remove barriers for pupils with SEND through an ongoing discussion with parents to develop an evolving understanding of the pupil's strengths and needs. This will be informed by the:

- early and accurate identification and assessment of SEND leading to appropriate interventions and provision
- detailed tracking to ensure the continued social and academic progress of children with SEND
- reviewing and setting of outcomes to ensure that these remain tailored to the individual needs of the pupil.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. These meetings can be instigated by the school or parents. If parents would like to share a particular concern, they should speak to the class teacher in the first instance, who may refer to the SENCO. Parents can also contact the SENCO directly via the office. The SENCO may signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are kept up to date with their child's progress through SEN support reviews throughout the year and at the end of the year through a written school report.

Parents will be consulted, and their consent sought before the school seeks to involve external education support services.

If a parent or carer has any concerns or complaints regarding the provision, care or welfare of their child, they should make an appointment to be made to speak to the SENCO, who will be able to advise on formal procedures for complaint. Please see the [school complaints policy](#).

Links with other schools

The school is a member of Alderman White Family of schools and Flying High Partnership. The SENCO works closely with the SENCOs across these two networks to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

We consider transition in and out of our school incredibly important as it ensures success for our children. In order to ensure successful transition, we begin planning as soon as school placements are allocated by the local authority.

Transition into our school

The SENCO and or a nominated person will visit early years settings or in the home for specific children we have been informed may have additional needs. Usually, we are informed of these additional needs by parents or previous settings. If appropriate, additional transition arrangements will be put in place. For example, additional transition visits or booklets are made for children to use and refer to over the summer holiday to help prepare the children for starting school.

If a child with known/suspected SEN transitions into our school within a key stage, rather than at the start of foundation stage, we will visit them within their previous setting wherever possible. If this is not possible, we will arrange telephone calls with the setting and the family.

Transition from our school

Each year, we hold transition meetings with the SENCOs at the local secondary schools. When we plan this transition, we consider whether the following arrangements may be appropriate:

- Extra visits both within our school or to receiving schools
- Parental/carers meetings with our school and the receiving school
- Social stories, including photographs of the new school

We also ensure all access arrangements are passed on to the receiving school, including reviewed assessment formats and SEN Support Plans.

Links with other agencies and voluntary organisations

Beeston Fields invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCO is the designated person responsible for liaising with the following:

Examples include:

- Education Psychology Service (EPS)
- Schools and Families Specialist Services (SFSS)
- Children's Social Care
- Speech and Language Therapy Service (SALT)
- South Broxtowe Attendance Panel (SBAP)
- Child and Adolescent Mental Health Services (CAMHS)
- Mental Health Support Team (MHST)

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

Parents will normally be invited to and informed about meetings held concerning their child unless there are overriding safeguarding issues.

This policy will be reviewed annually.