



Beamminster  
St. Mary's Academy

Where children come first; belonging and building together  
Respect † Trust † Kindness † Friendship † Responsibility

# Special Educational Needs and Disabilities (SEND) Policy

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## **COMPLIANCE**

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25(*July 2014*), and has been written with reference to the following guidance and documents:

- ☐ Equality Act 2010: Advice for schools – (*DfE May 2014*)
- ☐ SEND Code of Practice 0 to 25 (July 2014)
- ☐ Schools SEND Information Report Regulations (2014)

In keeping with our church school values we recognise that every individual is different but equally important in the eyes of God. We therefore strive to educate each child to their full potential.

## **DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)**

“A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of children of the same age; or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post 16 institutions” SEND Code of Practice July 2014 p15

## **SPECIAL EDUCATIONAL PROVISION MEANS:**

“For children of 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, maintained nursery schools and mainstream post-16 institutions or by relevant early years providers.” SEND Code of Practice July 2014 p.16

## **AIMS AND OBJECTIVES**

Beaminster St Mary’s Academy has high aspirations for all pupils identified as having SEND in our school. We recognise that any child may experience difficulties at some time during their school life and we work hard to help all our children realise their potential.

We are committed to providing an education that ensures equality of opportunity and that all pupils achieve their best, and that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

## **AIMS**

- ☐ To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- ☐ To identify at an early age, individuals who need extra help and support.
- ☐ To enable each child to take part and contribute fully to school life.
- ☐ To develop individuals’ self-esteem.
- ☐ To provide access to and progression within the curriculum.
- ☐ To involve children in planning to address and monitor their special educational needs and or disability.
- ☐ To work in partnership with parent/carers to support children’s learning and health needs.
- ☐ To provide quality training for staff that suggests strategies that help them to support children with special educational needs and disability.

## OBJECTIVES

- ☐ To identify and provide for children who have special educational needs and additional needs.
- ☐ To work within the guidance provided in the SEND Code of Practice, 2014.
- ☐ To operate a fully inclusive approach in the management and provision of support for children with special educational needs or disability.
- ☐ To employ a Special Educational Needs Co-ordinator (SENDCo) who will work within the bounds of the SEND Inclusion Policy.
- ☐ To provide support and advice to all staff who work with children with special educational needs.

## ROLES AND RESPONSIBILITIES

The Local Governing Body (LGB) will exercise its duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that the arrangements for Beaminster St Mary's Academy support disability and medical conditions, equality and also that school and SEND information pertinent to the SEND Policy are in line with national expectations.

The key responsibilities of the Local Governing Body (LGB) at Beaminster St Mary's Academy are:

- ☐ To develop and monitor the school's SEND policy.
- ☐ To remain up to date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- ☐ To ensure that SEND provision is an integral part of the School Development Plan.
- ☐ To ensure the quality of SEND provision is continually monitored.
- ☐ To ensure that an annual report is provided to parents.
- ☐ To ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision

The key responsibilities of the Interim SENDCo at Beaminster St Mary's Academy are:

- ☐ To oversee the day-to-day implantation of the school's SEND policy.
- ☐ To co-ordinate provision for children with SEND.
- ☐ To advise staff on the graduated approach to providing SEND support.
- ☐ To liaise with parents/carers of pupils with SEND to ensure the best possible provision.
- ☐ To liaise with early year providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- ☐ To be a key point of contact with external agencies including the local authority and its support services.
- ☐ To liaise with possible next providers of education to ensure pupils and parents are informed about options and a smooth transition is accomplished.
- ☐ To work with the Headteacher, LGB members and DSAT to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- ☐ To plan, lead and provide CPD for staff members as appropriate.

The SENDCo at Beaminster St Mary's Academy is Mr Darren Marklew (contact - 01308 862201) or [office@beaminsterstmarys.dsat.org.uk](mailto:office@beaminsterstmarys.dsat.org.uk)

## **ADMISSION ARRANGEMENTS**

The admissions policy is based on the agreed DSAT policy and the aims of our Christian Academy Trust. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access, the LGB will make every effort to ensure the child's needs are fully met and the school's SENDCo will work with the child's family to endeavour to make this happen. If a child is transferring into the school with an EHC plan, or has been receiving extra support in their previous school, the continuation of this support will be negotiated with the LEA to ensure their needs can be met.

Any variation to the above will need to be agreed by the full governing body.

## **SEND INFORMATION AND LOCAL OFFER**

Our school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around school. We comply with the statutory requirement to publish SEND information as specified in SEND code of practice. This information is kept under review and updated regularly in liaison with staff, governors, parents and carers.

We publish further information on the Dorset County local authority website. This can be found at <http://www.dorsetforyou.gov.uk/childrens/sen-disability/localoffer> .

Our Academy Offer details the support and provision that we are able to offer children and young people with SEND. This is available on our website and also in paper format if requested from our school office.

## **FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY**

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Local Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support [children] with disability as defined by the Act.

## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

School staff use a wide range of tools to assess the amount and level of special educational needs and then use this information to identify the support required. These include: assessing each child's current skills and attainment on entry to the school, building on information from previous settings and key stages where appropriate. Class teachers and the senior leadership team make regular assessments of progress for all children. These seek to identify children who are making less than expected progress given their age and individual circumstances. It can include progress in areas other than attainment – for instance, where a child needs to make additional progress with the wider development of social skills.

When a class teacher and SENDCO agree that a child has SEND difficulties, the child will be recorded in the school records and monitored as a child requiring SEND support. The child's parents/carers must be informed that special educational provision is being made. A support plan will record the provision put in place, detailing additional learning needs that are being supported and developed either by using additional support/intervention or by having an Educational Health Care Plan (EHCP). The majority of children with special educational needs or disability will have their needs met by the school. Parents/carers will be invited and encouraged to meet at least three times a year with the class teacher to help identify outcomes for their child and to review their progress. Where possible the child will also be included and their views taken into account.

Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff. The SENDCO and Senior Leadership team will use the school's tracking system and comparative local and national data and expectations to monitor the level and rate of progress for children identified with SEND.

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational, but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies. Some examples of other influences upon progress include:

- ☐ Attendance and punctuality
- ☐ Health and welfare
- ☐ English as an Additional Language
- ☐ Behaviour where there is no underlying SEND
- ☐ Bereavement and other family issues

## **ARRANGEMENTS FOR CO-ORDINATING PROVISION FOR CHILDREN WITH SEND**

Where a child is identified as having SEND and or a disability, Beaminster St Mary's Academy adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 to 25 (*July 2014*) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

The first response to such a process is high quality teaching and learning in all classrooms to ensure all children with SEND have a strong foundation on which to learn. If an area of need is identified within the classroom teaching, targeted support at the area of weakness identified. Where progress continues to be less than expected, the class teacher, working with the SENDCO, will assess whether the child has SEND. During this time the school will seek to meet with parent/carers to ascertain any of their views about their child's development.

When a child is recognised as having SEND and is placed on the SEND register, they will have a SEND Support plan written by the class teacher to set targets and record the provision put in place. SEND support takes the form of a four part "Assess, Plan, Do, Review" cycle through which earlier decisions, targets and actions are revisited, refined and revised taking into account a growing understanding of the child's needs and what is successful in supporting the child. This is known as the graduated approach.

Where a child continues to make less than expected progress we will consider involving external specialists to provide support, advice and training. Sometimes, this may be to advise on early identification of SEND and effective support and interventions. Parent/carers are involved in any decision to involve specialists. Some of the external specialists that we can call upon include the following:

- ❑ Special Educational Needs Specialist Support (SENSS) to assess and identify specific learning/cognitive difficulties and to develop learning programmes
- ❑ Educational Psychologist (EP) to help access the possible problems, identify strategies and help the pupil make progress
- ❑ Therapists, including Speech and Language Therapist (SALT), Occupational Therapists and Physiotherapists
- ❑ Specialist advisory teachers in vision and hearing.

Some of the above agencies provide their service at no cost, but where there is an associated cost this will be monitored by the SENDCo.

School staff may require training to help them deliver the curriculum to pupils with SEND difficulties. This may form part of the staff's Professional Development or part of the whole school development. Examples of recent training include: Understanding and supporting children with ASD or Attachment and Precision Teaching.

Meeting the needs of pupils with SEND difficulties and/or disabilities may also require the provision of specialist resources such as orthopaedic seats or specialist reading resources. These resources are identified by teachers or external professionals and when appropriate are identified within an Education Health Care (EHC) Plan.

The emotional and social development of all children is supported through the PSHE curriculum. On a day to day basis, some children will require extra support and this is often provided informally as and when necessary by teaching and support staff. Sometimes we recognise that special arrangements need to be made for a pupil and this can be provided for through the different interventions such as ELSA or referrals to CAMHs. We also recognise that bullying may take place and carry out educational programmes to help prevent bullying. The school will act promptly upon any bullying, in accordance to the Anti-bullying policy.

## **MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY**

The SENDCo and Governor with SEND responsibility meet half termly to discuss children with SEND. The SENDCo and Senior Leadership Team discuss children with SEND on a regular basis to ensure that provision is appropriate. Class teachers formally review the progress of children with SEND on at least a termly basis. They also monitor the additional interventions which the children with SEND in their class are undertaking. There are updates on our SEND provision in reports to the LGB and additionally by the governor with responsibility for SEND. Parents of children with SEND have regular meetings with class teachers.

## **COMING OFF THE SEND RECORD**

A child will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan.

However, a child's progress will continue to be monitored by using the school's tracking systems.

## **STORING AND MANAGING INFORMATION**

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security of information.

## **SUPPORTING CHILDREN WITH MEDICAL CONDITIONS**

Beaminster St Mary's Academy will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (*DfE April 2014*). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that Beaminster St Mary's Academy is expected to make reasonable adjustments in order to accommodate [children] who are disabled or have medical conditions. (See our policy on "Supporting children at school with medical conditions".)

## **TRANSITION ARRANGEMENTS**

Beaminster St Mary's Academy is committed to ensuring that parents / carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education. As a small school, staff are aware of the needs of children with SEND including those with an EHC Plan which aids transition internally.

At Beaminster St Mary's, we will seek suitable information on children who are transferring from pre-school to Reception, and also for those children transferring into other year groups. To enable a smooth transition from year to year within the school, a transition day takes place. We understand that some children may require extra support so they may carry out activities such as a Transition Booklet and be invited to a 'meet the teacher' session during the Inset day at the very beginning of the new school year. Similar arrangements are made to ensure a smooth transition for Year 6 children with SEND difficulties going to local secondary schools.

## **TRAINING AND RESOURCES**

Training needs are identified through a process of analysis of need of both staff and children as and when required. Staff training may be provided on an individual or whole staff basis.

The SENDCO will provide information on specific needs for new staff.

As part of a multi-academy trust, the SENDCO has opportunities to meet and work with the SENDCOs from the other trust schools, as well as meetings with county Inclusion Briefings to remain up to date and share ideas.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

Additional Governor training will be arranged if required relating to supporting children at school with medical conditions. Risk Assessments are undertaken and arrangements adapted for children with medical conditions attending off site activities.

## **SEND INFORMATION**

Beaminster St Mary's Academy represents its SEND information in three ways:

- i. by information placed on the school website
- ii. by following the link from the school website to the local authority's Local Offer website;
- iii. through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

- ✓ The SEND Policy
- ✓ The school's SEND Information report
- ✓ The school's Relational Policy
- ✓ The school's SEND Report to Governors
- ✓ Link to Dorset's Local Offer website
- ✓ The policy for Supporting children at school with medical conditions
- ✓ The Accessibility Plan
- ✓ Link to the Equality information
- ✓ Link to school admissions information

## **COMPLAINTS**

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENDCo/ Headteacher. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Diocese of Salisbury Academy Trust (DSAT).

Beaminster St Mary's Academy publishes its Complaints Policy on the school website.

## **REVIEWING THE SEND POLICY**

This policy will be reviewed and updated annually by the SENDCo/ Headteacher and the Governor with responsibility for SEND. It will then be agreed by governors when appropriate.

## **LINKS TO OTHER RELATED POLICIES**

Supporting children at school with medical conditions  
Accessibility Plan  
Equality / equality information and objectives  
Safeguarding  
Anti bullying  
Vulnerable Groups  
Data protection  
Relational Policy

## **Review**

**This policy will be reviewed every year.**

Date of this policy: September 2023

Date for review: September 2024