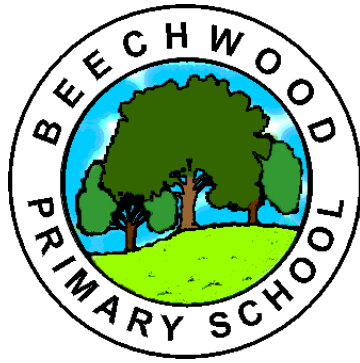




BEECHWOOD PRIMARY SCHOOL

SEND POLICY

2025/26

Approved by the Governing Board date: March 2026

To be reviewed on (date) March 2027

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Academic year	SENDCo	Assistant Head for Inclusion	Nominated Governor	Chair of Governors
2025/26	Kirsty Giles Special Education Needs Co-ordination (PG cert 2012)	Rebecca Magill	Amanda Casey	Amanda Casey

SAFEGUARDING STATEMENT

At Beechwood Primary School we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at Beechwood. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying. We also exercise this responsibility by educating our children so that they grow in their understanding of their rights and responsibilities to themselves and others, in safety consciousness, and, in their maturity and abilities to keep themselves and others safe. We perceive this to be part of our role in promoting core values.

“Safeguarding and promoting the welfare of children is everyone’s responsibility. ‘Children’ includes everyone under the age of 18. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.”

Keeping Children Safe in Education

At Beechwood Primary School we aim to treat everyone equally. We understand equality to mean treating everyone with equal dignity and worth valuing their particular characteristics such as their age, disability, gender, ethnicity, religion or belief, sexual orientation and socio-economic circumstances. We further understand that people have different needs, situations and goals and therefore achieving equality requires the removal of discriminatory barriers that limit what people, especially children and young people can do and can be.

“Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.”

SEND code of Practice 0-25 years

1. Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- To ensure that all pupils with SEND make progress to the maximum of their potential.
- To establish the early and accurate identification of pupils with SEND through the SEND Code of Practice framework.
- To provide for special needs through effective differentiation and planning within the general curriculum and/ or through special programs of work on the advice of the SENDCo.
- To use school recording systems to ensure that the child's special needs are met.
- To regularly review and evaluate the nature and suitability of the provision of each pupil.
- To ensure confidentiality of information on a 'need to know' basis. Necessary information particularly health plans must be given to all teaching staff, including supply teachers and non-teaching staff including lunchtime staff, who come into contact with the child.
- To develop a working partnership with parents, governors and support agencies and maintain positive and regular multi-agency communication between school and any outside agencies, who may need to be involved with the provision.
- The governing body of the school will look at the monitoring and evaluation of the Inclusion provision in school to determine that pupils with SEND are receiving efficient and effective support.

2. Legislation and guidance

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

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

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.

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo is Kirsty Giles.

They will:

- Work with the Assistant Head for Inclusion and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date.

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Assistant Head for Inclusion and SENDCo to determine the strategic development of the SEND policy and provision in the school.

4.3 The Assistant Head for Inclusion

The Assistant Head for Inclusion will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy.

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory, medical and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe and multiple learning difficulties.

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents.

Termly Parents Evening, SEND meetings and relevant multi agency meetings will keep parents informed of the pupil's ongoing progress and development.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- Termly Inclusion meetings involving class teacher and SENDCo.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the targets set, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases

We ensure that good transition procedures are in place for all children, especially vulnerable children and those with SEND. These procedures include: transition meetings with class teacher and SENDCo; transition visits for pupils and parents; file transfer; sharing information with the school or other setting the pupil is moving to.

All children are encouraged to participate in induction sessions at their new settings. Vulnerable and SEND children are given the opportunity to attend additional sessions.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

Class teachers meet with SENDCo on a termly basis to monitor progress, discuss current provision and make any necessary changes to interventions before updating Individual Provision Maps - IPMs.

Termly intervention meetings also take place to monitor progress and update the provision.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, (for example: giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc).

5.8 Additional support for learning

All Intervention teachers, HLTA's and teaching assistants are trained to deliver relevant interventions on a 1:1 basis or in small groups as required.

We work with the following agencies to provide support for pupils with SEND:

- SENIT

- DAHIT
- Speech and Language Therapy
- Physiotherapist
- Occupational Therapy
- AIP
- Cluster support
- Place2be
- Inclusion Advisory Team.

5.9 Expertise and training of staff.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school SENDCo regularly attends LA SENDCo network meetings in order to keep up to date with local and national updates in SEND.

5.10 Securing equipment and facilities

School receives a notional inclusion budget, which is used to ensure that all SEND children receive provision suitable for their needs. School will apply for Top up funding in EYFS, Y1, Y3 and Y5 if a child meets the criteria. We can apply for or continue current funding for cognition (A band,) physical (D band,) speech and language needs (E band,) medical needs (G band) and social emotional and mental health (F band.)

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions half termly
- Monitoring by the SENDCo
- Using school tracking system to measure progress
- Holding annual reviews for pupils with EHC plans.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils unless detrimental to the wellbeing of the child.

All pupils are encouraged to go on our residential trips to Nell Bank, Lake District & London.

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

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

5.13 Support for improving social, emotional and mental health

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

- Pupils with SEND are encouraged to be part of the school council.

- The Inclusion Team organise Nurture groups for children to improve social, emotional and mental health.
- School provides additional social, emotional and mental health support through Place2be
- School Behaviour Policy includes a Restorative Practice approach designed to improve a pupil's social, emotional and mental health.
- School staff attend training around social, emotional and mental health.
- We have a zero tolerance approach to bullying.

5.14 Working with other agencies

The school maintains close links to the Local Authority's Educational Psychologist and Special Educational Needs Inclusion Team (SENIT), who provide advice and support. Due to the multi-faceted nature of SEND work, at any one time we are also likely to have links with Social Care, Health Services, Cluster Support, Speech Therapy, Occupational Therapy, Physiotherapy and SEND IASS.

5.15 Complaints about SEND provision

We make every effort to minimise the possibility of complaints by referring any queries about SEND provision to the SENDCo/ Inclusion Team in the first instance. They will endeavour to investigate and resolve any difficulty quickly and informally. However, if there is a complaint around SEND, they will then be referred to the school's complaints policy.

5.16 Contact details for raising concerns

Inclusion Team members:

Rebecca Magill - Assistant Head for Inclusion

Kirsty Giles: SENDCo

5.17 Contact details of support services for parents of pupils with SEND

SEND IASS: 0113 378 5020

SCOPE: 0808 800 3333

5.18 The local authority local offer

Our contribution to the local offer is available on the school website under 'Key Information.'

Our local authority's local offer is published here:

<https://leedslocaloffer.org.uk/>

6. Monitoring arrangements

This policy and information report will be reviewed by Rebecca Magill (Assistant Headteacher for Inclusion) and Kirsty Giles (SENDCo) every year. It will also be updated if any changes to the information are made during the year.

It will be reviewed by the governing body.

7. Links with other policies and documents

This policy links to our policies on:

- Behaviour Policy

- Educational visits Policy
- Health & Safety Policy
- Anti-Bullying Policy
- Confidentiality Policy
- Care and Control Policy
- Attendance Policy
- PSHE Policy
- Keeping Children Safe in Education