



## Benington C of E Primary School

### **SEND policy**

*He that has begun a good work in you will complete it until the day of Christ. Philippians 1: 6*

Written	Reviewed	Next Review Date	Author	Adopted by Governors
January 2024		January 2025	Mrs. Tyler	January 2024

#### **Inclusion**

Benington Primary School carefully considers all policies with respect to the impact on equality and the possible implications for pupils and staff with protected characteristics.

As part of the process of writing this policy, consideration has been given to any potential impact on those with protected characteristics within Benington Primary School:

<b>Protected characteristic</b>	<b>Impact</b>
Age	Neutral
Sex	Neutral
Disability	Neutral
Ethnicity, race and culture	Neutral
Sexual orientation	Neutral
Religion or belief	Neutral

## **Aims**

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

## **Legislation and guidance**

All schools:

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 (SEND COs) and the SEND information report

## **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 the others of the same age, or
- A disability that 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.

## **Roles and responsibilities**

The governor for SEND is Matt Clark

The governor for SEND will:

- Help to raise awareness of SEND issues at Governor meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Committee for Curriculum and Standards on this
- Work with the SENCo to determine the strategic development of the SEND policy and provision in Benington Primary School.

## **SEN information report**

The types of SEND that are provided for:

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

- Communication and interaction, for example, autistic spectrum disorder and 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 and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEN and assessing their needs:

Staff assess each pupil's current skills and levels of attainment on entry, which build on previous settings and Key Stages, where appropriate. Class teachers 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, staff start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. They use this to determine the support that is needed and whether it can be provided by adapting their core offer, or whether external support is required.

## **Consulting and involving pupils and parents**

The SENDCo will have an early discussion with the pupil, their parents and their teacher 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
- Take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Leaders will formally notify parents when it is decided that a pupil will receive SEND support.

## **Assessing and reviewing pupils' progress towards outcomes**

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

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

- The teachers' assessments and experience of pupils
- Previous progress and attainment, or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to peers and national data
- The views and experience of parents
- Pupil's own views
- Advice from external support services, if relevant

The assessments are reviewed regularly.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. Leaders will regularly review the effectiveness of the support and interventions, and their impact on pupils' progress.

### **Supporting pupils moving between phases and preparing for adulthood**

Staff share information with the school the pupil moves to. They agree with parents and pupils which information will be shared as part of this.

### **Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their classes. This includes those with additional needs and those pupils who are taught in an additional resource provision.

High-quality teaching is the first step in responding to pupils who have SEND. This is adapted for individual pupils.

### **Adaptations to the curriculum and learning environment**

This is linked to Benington Primary School's Accessibility Plan.

School leaders and teachers make adaptations to ensure all pupils' needs are met:

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

### **Additional support for learning**

Benington Primary School have a number of teaching assistants (TAs) who are trained to deliver interventions as decided by the school.

Teaching assistants support pupils on a 1:1 basis if required.

Teaching assistants support pupils in small groups when required

### **Expertise and training of staff**

The SENDCo has completed her postgraduate certificate in Special Needs and Inclusion.

### **Evaluating the effectiveness of SEN provision**

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

### **Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our school's extra-curricular activities and school visits are available to all Benington Primary School pupils, including any before-and after-school clubs.

All pupils are encouraged to attend residential trips

All pupils are encouraged to take part in sports day/school plays/special workshops with their mainstream peers as far as possible

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

### **Support for improving emotional, mental and social development**

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

- Pupils with SEND are encouraged to be part of the school leadership team
- Pupils with SEND are encouraged to take part in extra curricular clubs and

activities We have a zero tolerance approach to bullying.

### **Working with other agencies**

Leaders work with health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEND and supporting families.

### **Complaints about SEND provision**

Complaints about SEND provision in Benington Primary School should be made to the class teacher/SENCO/headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that one of our schools has discriminated against their child(ren). They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **Contact details of support services for parents of pupils with SEN**

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

### **Contact details for raising concerns**

Contact details for raising concerns are through Benington Primary School's website

## **The local authority local offer**

Our local authority's local offer is published here:

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

## **Monitoring arrangements**

This policy and information report will be reviewed by the governing body every year. It will also be updated if any changes to the information are made during the year.

## **Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions