



Where we aim to always be the best  
version of ourselves

Bempton Primary School

Policy for Special Educational Needs and Disabilities (SEND)

*This policy is in line with the Code of Practice 2014*

## Intent

At Bempton Primary, we believe that all our children have the right to the best education possible. We firmly believe that all children should be able to fulfil their potential and we work with our children, families and external agencies to make sure this happens. Our school is committed to promoting equality of opportunity for all children and families. We have a whole-school approach to meeting SEND, every teacher is a teacher of SEND and is responsible for the progress and development of all children in their class.

## Aims

We aim to raise the aspirations and expectations for all children with SEND. Through our best endeavours we seek to focus on outcomes for children and provide effective provision and support which responds to their learning needs and aid to overcome their barriers to learning.

## Objectives

At Bempton Primary School we aim to ensure:

- That there is quality first teaching - providing work at an appropriate level, allowing each child to achieve, whilst covering a broad, balanced and where needed personalised curriculum.
- That there is early identification of children's needs and relevant interventions and/or support is given (including outside agencies).
- Ensure that SEND children take part in all school activities, educational visits and extra-curricular activities to the best of their ability.
- To provide support (CPD) for all staff to meet SEND within school.
- To promote effective partnerships and involve outside agencies when appropriate.
- To plan, monitor and evaluate targets for meeting individual needs, taking input from relevant school staff, support services and both the child and their parent/carer.
- To ensure there is effective communication between school and parents and are informed about their child's SEND needs.

## Roles and Responsibilities

### Governing Body

The governing body's responsibilities to children with SEND include:

- Ensuring that provision of a high standard is made
- Ensuring that children with SEND are, where suitable, fully involved in school activities
- Ensuring that the school meets its obligation regarding the publication of the SEND Information Report, Local Offer and SEND Policy.

### Headteacher

The headteacher holds overall responsibility for children with SEND. They will:

- Allocate SEND budget
- Inform governors of SEND procedures and provision
- Ensure parents are informed about SEND provision in school and for their child

## SEND Coordinator

The Role of the SENCo (*Miss Bettley*) will include:

- Overseeing the day-to-day operation of the school's SEND policy
- Working with all staff to help identify children who need additional and different support
- To liaison with staff with regard to intervention provision for children with SEND
- Providing advice and support for Teaching Assistants
- Overseeing records of all children with SEND
- Liaising alongside the class teacher with parents/carers of children with SEND
- Contributing/arrange staff training
- Liaising with external agencies, including the educational psychology services, health and social services.
- Attending SEND meetings and training sessions and disseminating to colleagues knowledge and research pertaining to SEND
- Arranging Annual Review meetings for children with Education, Health and Care Plans.

## Class Teacher

The Role of the Class Teacher:

- Recognise that each child at our school is an individual
- Recognise that each child will have their own individual strengths and recognise and nurture the talents of each child
- Each teacher is responsible for his/her class and will identify learning objectives for all the children in the class
- Will provide a holistic curriculum which will help the children to achieve their potential
- Are responsible for the monitoring and progress of all children in their class, including additional support
- Disseminating information and deploying support staff where necessary within the classroom

“All teachers are teachers of children with special educational needs and disabilities”

## Teaching Assistants

The Role of the Teaching Assistants:

- Support teachers in enabling children with SEND to have access to the appropriate curriculum
- Have an important part in promoting the inclusion and independence of all children
- Teaching Assistants are aware of curriculum expectations and the support required to help children to achieve these
- Teaching Assistants may provide: support in class, group or one to one interventions to support the needs of children with SEND
- To communicate effectively with teaching staff and SENCO

## Identification, assessment and provision

There are four broad areas of which children's needs fall into:

- Language and Communication
- Cognition and Learning
- Social, Emotional and Mental health
- Sensory and/or Physical

All teachers, in collaboration with the SENCo, are responsible for identifying pupils with SEND, this will ensure that those pupils requiring different or additional support are identified at an early stage. This is done through a graduated response.

- Assess
- Plan
- Do
- Review

Early identification of children with SEND is key to their development through school, as a school we will use appropriate screening and assessment tools to track and monitor children's progress. Through quality first teaching, the expectation is that most issues can be resolved by the teacher applying appropriate support. If the concern remains unresolved then the SENCo will work collaboratively with the teacher to explore other forms of support.

On entry each child's attainment will be assessed to ensure continuity of learning from previous settings. For children with identified SEND the class teacher/SENCo will use the finding to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within class
- Ensure on-going assessments/observations provide regular feedback in order to plan next steps in learning
- Consult with children and parents with regard to support

Provision may vary according to the need and the expertise available. The main methods of provision made by the school are:

- Full time education in class with additional help and support by the class teacher to meet individual needs (quality first teaching)
- Additional support/explanations from support staff – ELSA, TA
- Use of different equipment/resources to support learning
- Group intervention
- Targeted 1:1 interventions

Children with the most complex needs may have an Education, Health Care Plan these often involve the support of outside agencies, children's progress is monitored closely, as above, and annual reviews are also held – with an interim if deemed necessary. These meetings will focus on the child's progress and needs and what/if any changes need to be made to help them in achieving their outcomes. Parents and all other parties involved must be invited to these reviews.

## Monitoring and Evaluating Performance

Monitoring and evaluating of SEND is an integral part of our whole school system, the school evaluates the effectiveness of its provision for children with SEND through:

- Monitoring of classroom practice and interventions, measuring impact on progress
- Learning walks, work scrutiny and pupil interviews
- Termly review meetings and annual reviews
- Analysis of pupil tracking data
- LA SEND moderation process

## Staff Development

The school aims to regularly update the training needs of all staff in relation to SEND through both internal Continuous Professional Development (CPD) and external training opportunities, to ensure the needs of our children are met.

The SENCo regularly attends network meeting in order to keep up to date with local and national initiatives in SEND. The SENCo will also undertake regular CPD to keep abreast of developments in SEND provision.

Support staff, NQTs and staff new to school will be given training of the school's SEND policy as part of their induction and training needs will be assessed frequently to support our children.

## Complaints Procedure

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting the children's needs. All complaints are taken seriously and are heard through the school's complaints procedure which is outlined on the school website.

Please also see references:

- SEND Information Report
- East Riding Local Offer
- SEN Code of Practice (2014)

Agreed: Summer 2023

Review date: