

# Beeston Hill St. Luke's C of E Primary School

## SEND Policy



*'Going the extra mile, bringing God's 'colour'*

To be reviewed Sept 2026

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Version No	Author/Owner	Date Written	Note of amendments made	Signature	Review Date
2020-21	Maureen Metcalf	June 2016	Additional information regarding the Resourced Provision page 11	MP 20.9.21	June 2022
			Specific Information relating to the SEN (Special Educational Needs) information report removed from this policy and placed in a separate document (SEN Information Report).	MP 18.5.22	June 23
			None	MP	Sept 24
			Updated in line with the school vision statement rather than the mission statement	MP/MH	Sept 25

## Compliance

This policy complies with the guidance given in:

- Statutory Instrument SEN (Information) Regulations (Clause 65)
- SEN and Disability Code of Practice 2015
- The Equality Act 2010
- The Children and Families Act 2014

The SEND Policy for Beeston Hill St Luke's Primary School complies with the guidance given in the documents listed above and links with our Health Statement, Equality Statement, Behaviour and Child Protection Policies, Local and Universal Offers and our Complaints Procedure.

**In living out our Christian vision, this policy reflects our commitment to promote quality, dignity and equality of provision for all, irrespective of need, ability or disability.**

In accordance with the overarching principle of the Code of Practice, this policy has been co-produced with the SENCO, Headteacher, SEN Governor and the parents and families of pupils at St Luke's — reflecting our belief that partnership strengthens provision and honours every voice.

## **Our Principles for Inclusion**

This policy will be successful when everyone at St Luke's is committed to maximising the God-given potential of our children by removing, alleviating or compensating for any barriers they may experience.

To "go the extra mile" in SEND provision means:

- Seeing the whole child, not simply their need.
- Recognising strengths alongside difficulties.
- Persisting with hope and high expectation.
- Ensuring no child feels invisible or marginalised.

All our children, including those with special educational needs, should:

- Feel valued and known.
- Experience success.
- Develop high self-esteem.
- Be motivated and hopeful about their future.

At St Luke's we provide our SEND pupils with the maximum opportunity to attain and make progress in line with their peers wherever possible. Accurate assessment of their needs and carefully planned programmes that address the root causes of learning difficulty are essential.

These principles will be recognised when:

- All members of our school community are committed to the inclusion of every pupil and meeting their identified needs.
- Differentiated learning opportunities are provided which are appropriate to interests and abilities.
- Children enjoy learning and make a positive contribution.
- Suitable challenges are set for every child.
- Potential barriers to learning are identified and overcome.

All of this will be carried out in a safe, nurturing and healthy school environment where God's 'colour' — love, patience, kindness and perseverance — is visible in our daily practice.

Through our SEND policy we will endeavour to narrow the gap between vulnerable learners and others, believing that every child can flourish.

### **Objectives of the Policy**

This policy works within the guidance provided by the SEND Code of Practice 2014.

Following this policy ensures that:

- All children at St Luke's have access to a broad, balanced and relevant curriculum.
- Pupils with SEND and/or medical conditions are fully included in the educational and social life of the school.
- All pupils with SEN are actively involved in their own learning.
- All staff are responsible for early identification, assessment, monitoring, teaching and inclusion as part of raising standards.
- Staff receive appropriate training and professional development to meet pupil needs.
- The views of parents and carers are considered to build confidence in their partnership with the school.

We value the support and advice of outside agencies including the LEA and aim to work productively with them so that all parties can contribute towards meeting the needs of vulnerable learners.

In living out our Christian vision, we maintain high aspirations for every child, trusting that with the right support, encouragement and perseverance, progress is always possible.

### **Responsibility for the Co-ordination of SEN Provision**

The Governing Body, in co-operation with the Headteacher, is responsible for the school's general policy and approach to provision for pupils with SEN and reports annually to parents.

The Headteacher has responsibility for the day-to-day management of all aspects of SEN provision.

The SENCo, working closely with the Headteacher, has responsibility for the day-to-day operation of the school's SEN policy and for co-ordinating provision.

This leadership responsibility is exercised in the spirit of service — ensuring that provision reflects our commitment to justice, compassion and excellence.

### **Arrangements for Co-ordinating SEN Provision**

The SENCo and Assistant to the SENCo will:

- Work in partnership with colleagues, parents, pupils and outside agencies to set, monitor and review objectives.
- Oversee records of all pupils with SEND.
- Co-ordinate monitoring of pupil achievement.
- Provide professional guidance and CPD for staff.
- Monitor quality of teaching and learning.
- Liaise regularly with parents and carers.
- Liaise with external agencies including during Annual Reviews of EHCPs and Funding for Inclusion Reviews.
- Update and obtain resources as necessary.

In all of this work, collaboration reflects our belief that community strengthens outcomes and that partnership enables us to truly go the extra mile for our pupils.

### **Identification, Assessment and Provision**

Concerns may be raised by parents/carers, teachers, external agencies or previous placements.

Needs may fall into the four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Physical and Sensory

The SENCo co-ordinates identification, planning, assessment and monitoring through the **Assess – Plan – Do – Review** cycle.

- A teacher can raise a concern to the SENCo through discussions/meetings or by completing an “*Internal Referral Initial Concerns Sheet*”

- A meeting with the parent will then be arranged to discuss the child's needs and a graduated response of intervention will be put in place before placing the child on the SEN register
- A pupil cannot be added to the school SEN register unless a meeting has taken place
- There is clear, well communicated criteria for placing a child on the school SEN register
- Children who are identified as having SEN and are receiving support that is additional to or different from the educational provision made are recorded on the school SEN register
- Meetings will be held with parents regularly throughout the school year to review and evaluate progress/needs
- SEN Support Plans will be used to plan programmes and monitor and review progress for those on a graduated response and those pupils listed on the SEN Register in line with guidance from the SEND Code of Practice (COP) 2014
- Individual evidence files containing examples of funded pupils work are compiled by key support staff throughout the academic year. This again supports the tracking of pupil progress and again helps inform the planning for the next steps.
- The SENCo will effectively co-ordinate the tracking, recording and communication of high-quality SEN pupil information. This will be used to inform policy and practices across the school
- Staff are kept informed and updated on all SEN issues and pupils on the SEN Register through termly review and or ISAR (Inclusion and SEN Additional Support Record) meetings with the SENCo and information sharing at staff meetings
- According to the Special Educational Needs and Disability Regulations 2014 on SEN, the arrangement for assessing and identifying pupils as having SEN have been agreed and set out as part of the Local Offer. This can be accessed via the school website
- There are annual reviews for those pupils with an EHC (Education Health and Care) plan
- There are annual reviews for FFI (Funding for Inclusion) only pupils (funded but no EHC Plan)

- A robust transition is planned for pupils with SEN who may require a more detailed plan for moving to a new year group or school.

## **Roles and Responsibilities**

The SENCo:

- Oversee the day-to-day operation of the school's SEN policy
- Co-ordinate provision for children with SEN
- Liaise with relevant designated teacher where a looked after pupil has SEN
- Give advice and support on a graduated approach to the provision for SEN
- Advise on the deployment of the school's delegated budget and other resources to effectively meet pupil needs
- Liaise with the parents of children with SEN
- Liaise with Early Years professionals, other schools, Educational Psychologists, health, and social care professionals as well as an independent and or voluntary bodies
- Be a key point of contact with external agencies
- Liaise with potential next providers of education to ensure a young person and their parents are informed about opinions and a smooth transition is planned
- Work with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements
- Ensure that the school and nursery keep up to date records of all children with SEN

Class teachers remain accountable for the progress and development of pupils in their class. Intervention does not replace high-quality teaching.

Class and subject teachers are accountable for the progress and development of children and young people in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However, any intervention and support does not replace high quality teaching.

At St Luke's, leadership of SEND reflects our belief in stewardship — using resources wisely and faithfully to serve those entrusted to us.

**For more information on teaching staff roles and responsibilities please see the SEN Information Report on the school website.**

### **Staff Training**

The SENCO regularly conducts in-house training around specific areas of need relating to SEN and any current government and local authority initiatives/ policies ensuring best practice is shared with teachers and support staff. Staff also receive practical hands-on advice and support from the SENCo. The SENCO also attends regular training and has completed a master's degree in special educational Needs. The SENCO and the Assistant to the SENCo are the school's trained Lead practitioners in Autism and they also teach and manage the resourced provision for children with complex communication needs.

At St Luke's, we have several staff who are members of our Complex Needs Team. Some of these staff have specific expertise in supporting pupils with SEN/ disabilities and have developed skills in the following areas:

- Autism and social communication difficulties
- Intensive Interaction
- Lego therapy
- Makaton
- Sensory Differences
- British sign language
- Visual impairment

At St Luke's, there are members of our Senior leadership team who specialise in subject areas and specific difficulties relating to the subject. Our current literacy leads are Louise Booth (Head teacher) and James Lillywhite (Assistant to the Head). Another member of our senior leadership team Ali Forth (Assistant to the Head) has completed training in Meeting the Specific Needs of SPLD (Specific Learning Difficulties) and literacy together with the SENCo (Michelle Palmer). This training has enabled the school to create a whole school approach to Dyslexia, building capacity to support staff and any learners who may present with a profile associated with Dyslexia.

This commitment to expertise reflects our determination to continually improve and extend provision, ensuring that we truly bring God's 'colour' into the educational experiences of our most vulnerable pupils.

## **Summary**

We are an inclusive school committed to safeguarding and promoting the wellbeing of all our children, colleagues and the wider community.

Our commitment extends especially to those with additional needs. We believe that in meeting these needs we strengthen the whole community.

By focusing on positive outcomes and high expectations, this policy seeks to raise aspirations for all pupils with SEND.

In going the extra mile for each child, we seek to create a school where:

- Barriers are challenged.
- Potential is recognised.
- Dignity is protected.
- Every child is enabled to flourish.

**This Policy was created by** Michelle Palmer in consultation with colleagues and existing school and authority documentation – September 2022