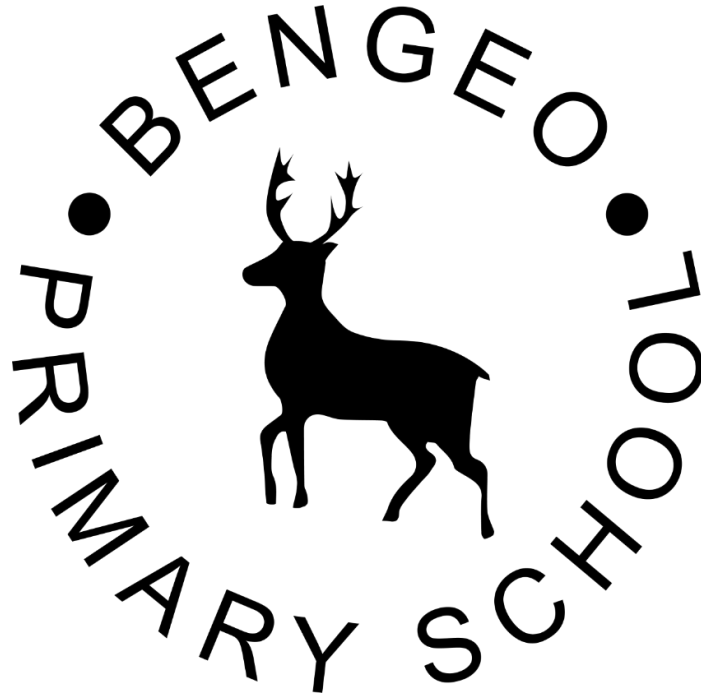


BENGEO PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Reviewed: Spring 2026

Author: The Key model/SENCo

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1. Aims and Objectives

Our special educational needs and disabilities (SEND) policy aims to:

- **Make sure our school fully implements national legislation and guidance regarding pupils with SEND**
- **Set out how our school will:**
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND

- Help pupils with SEND fulfil their aspirations and achieve their best outcomes
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Help pupils with SEND make a successful transition to secondary education
 - **Explain the roles and responsibilities of everyone involved in providing for pupils with SEND**
 - **Ensure provision for pupils with a SEND is implemented consistently by all staff**
 - **Ensure access to the full curriculum for all children**
 - **Identify needs at the earliest point and make effective provision**
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2. Vision and Values

At Bengeo Primary School, we believe that every child is a unique child. We aim to provide an environment that facilitates every child to fulfil their learning potential and be equipped with the necessary knowledge and skills to transfer successfully to later life.

We are committed to:

- Providing all pupils with access to a broad and balanced curriculum
- Making sure all our pupils have the chance to thrive and supporting them to meet their full potential
- Creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied
- Raising the aspirations and expectations for all pupils with SEND
- Providing a focus on outcomes for children and young people

Our vision in practice:

We believe that all children, including those identified as having special educational needs or defined as vulnerable pupils, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be included in all aspects of school life.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. Inclusion is an ongoing process that celebrates diversity and involves the

identification and minimising of barriers to learning and participation that may be experienced by anyone.

We believe that all children should be equally valued in school and we will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Quality first teaching in every class provides a personalised curriculum (using The National Curriculum 2014 as our starting point) that uses a range of strategies to engage and motivate children. **Every teacher in the school is a teacher of every child in their class, including those with SEN.**

3. Compliance and Legislation

This policy complies with the statutory requirement laid out in the **SEND Code of Practice 0-25 (July 2015)** and has been written with reference to the following guidance and documents:

Statutory Guidance:

- Special Educational Needs and Disability (SEND) Code of Practice 0-25 (DfE July 2015)
- Keeping Children Safe in Education (statutory guidance)
- Working Together to Improve School Attendance (statutory guidance)
- Working Together to Safeguard Children (statutory guidance)

Legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

- The governance guide for maintained schools, which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Other Guidance:

- Schools SEN Information Report Regulations (2014)
- Supporting pupils with a medical condition (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Teachers Standards 2012
- SEND Code of Practice 0 to 25 years
- Supporting Pupils at School with Medical Conditions

School Policies: This policy should be read in conjunction with:

- Child Protection Policy
- Accessibility Plan
- Behaviour Policy
- Supporting Children with Medical Conditions Policy
- Attendance Policy
- Complaints Policy
- Children with health needs who cannot attend school policy
- Equality information and objectives policy
- Teaching and Learning (Sticky Knowledge) Policy

This policy was created by the school's SENCO with the SEN Governor in liaison with the SLT, staff and parents of pupils with SEND.

Equality Impact Statement:

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due

regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

4. Inclusion and Equal Opportunities

At Bengo Primary School we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

We aim to:

- Ensure access to the full curriculum for all children
- Offer children with special educational needs the same experiences as their peers
- Eliminate prejudice and discrimination
- Develop an environment where all children can flourish and feel safe

Adaptations and reasonable adjustments will be made for individuals where needed. This will be planned for on an individual basis.

5. Definitions

5.1 Special Educational Needs

The SEND Code of Practice 2015 states:

"A child or young person has SEN 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 others of the same age, or*
- *has a disability which prevents or hinders him or her 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.

Children may have special educational needs either throughout, or at any time during, their school career. This policy aims to support curriculum planning and assessment for children with special educational needs, taking account of the type and extent of the difficulty experienced by the child.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers. The Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation.

5.3 What is NOT SEN

We also consider what is not SEN but may impact on progress and attainment, such as:

- **Disability** (the Code of Practice outlines the "reasonable adjustment" duty - these alone do not constitute SEN)
- **Attendance and Punctuality**
- **Health and Welfare**
- **English as an Additional Language (EAL)**
- **Being in receipt of Pupil Premium Grant**
- **Being a Looked After Child**
- **Being a child of a Serviceman/woman**

For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents/carers know their children best and it is important that all professionals listen and understand when parents/carers express concerns about their child's development.

5.4 The 4 Areas of Need

The Code of Practice (2015) states that there are four broad areas of SEN. The needs of pupils with SEND are grouped into these 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of Need	Description
Communication and Interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum can have needs that fall in this category.</p>
Cognition and Learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> - Specific learning difficulties (SpLD), which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia - Moderate learning difficulties (MLD) - Severe learning difficulties (SLD) - Profound and multiple learning difficulties (PMLD), which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, Emotional and Mental Health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> - Mental health difficulties such as anxiety, depression or an eating disorder - Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder - Suffered adverse childhood experiences

Area of Need	Description
	<p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
<p>Sensory and/or Physical</p>	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> - A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment - A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and Responsibilities

6.1 The Special Educational Needs Co-ordinator (SENCO)

The SENCO at Bengoe Primary School is **Miss Rebecca Walker** (National SENCO award holder and member of the Senior Leadership Team).

Miss Walker can be contacted through the school at: senco@bengeo.herts.sch.uk

The SENCO will:

- **Work with teachers** to inform parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- **Work with the headteacher and SEN 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 SEN, including those who have EHC plans
- **Provide professional guidance** to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching

- **Advise on the graduated approach** to providing SEN support and differentiated teaching methods appropriate for individual pupils
- **Advise on the deployment of the school's delegated budget and other resources** to meet pupils' needs effectively
- **Be a point of contact for external agencies**, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- **Liaise with previous and potential next providers** of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: **Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner.** The SENCO will ensure their child protection file is transferred to the new school as soon as possible, and within 14 days for an in-year transfer or within the first 14 days of the start of a new term. This will be transferred separately from the main pupil file, and confirmation of receipt will be obtained
- **Work with the headteacher and school governors** to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- **Make sure the school keeps its records** of all pupils with SEND up to date and accurate
- **With the headteacher, monitor to identify any staff who have specific training needs regarding SEN**, and incorporate this into the school's plan for continuous professional development
- **With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access**, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- **Prepare and review information** for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, **identify any patterns in the school's identification of SEN**, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- **Support the use of provision maps (ISEN)**, keeping them updated along with termly progress meetings

- **Update the SEND policy and SEN information report**
- **Maintain resources** and a range of teaching materials to enable appropriate provision to be made
- **Keep up to date** through SEND training and share this with colleagues as appropriate
- **Work with the designated teacher for looked after children** where there is overlap to ensure looked after children with SEND receive appropriate support
- **Advise the LA when a pupil needs an EHC needs assessment**, or when an EHC plan needs an early review

6.2 The Governing Board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- **Provide access** to a broad and balanced curriculum
- **Have a clear approach** to identifying and responding to SEND
- **Provide an annual report** for parents/carers on their child's progress
- **Ensure that the school has published information on the school website** about how the school is implementing its SEND policy, in an SEN information report
- **Ensure that the school publishes information** about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access for disabled children, and the school's accessibility plans
- **Make sure that there is a qualified teacher designated as SENCO** for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- **Ensure that SEND provision is an integral part of the school development plan**
- **Hold leaders to account** appropriately and effectively for the school's support and provision for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing

6.3 The SEND Link Governor

The SEND link governor is Torran MacDougall

The SEND governor will:

- **Help to raise awareness** of SEND issues at governing board meetings
- **Monitor the quality and effectiveness** of SEND provision within the school and update the governing board on this
- **Work with the headteacher and SENCO** to determine the strategic development of the SEND policy and provision in the school
- **Meet regularly (at least annually) with the SENCO** to discuss SEND provision and outcomes for pupils with SEND

6.4 The Headteacher

The headteacher will:

- **Work with the SENCO and SEND link governor** to determine the strategic development of the SEND policy and provision within the school
- **Work with the SENCO and school governors** to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- **Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress**
- **Have responsibility for monitoring the school's notional SEND budget** and any additional funding allocated by the LA to support individual pupils
- **Make sure that the SENCO has enough time to carry out their duties**
- **Have an overview of the needs of the current cohort** of pupils on the SEND register
- With the SENCO, **monitor to identify any staff who have specific training needs** regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, **regularly review and evaluate the breadth and impact of the SEND support the school offers** or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, **identify any patterns in the school's identification of SEN**, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class Teachers

Each class teacher is responsible for:

- **Planning and providing high-quality teaching** that is differentiated to meet pupil needs through a graduated approach
- **The progress and development** of every pupil in their class, including those with SEND
- **Working closely with any teaching assistants or specialist staff** to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- **Working with the SENCO** to review each pupil's progress and development, and decide on any changes to provision
- **Ensuring they follow this SEND policy and the SEN information report**
- **Communicating with parents/carers regularly to:**
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents'/carers' concerns and agree their aspirations for the pupil
- **Following the framework** for identification and assessment of the SEND of individuals as set out in the Code of Practice
- **Monitoring the progression and development** of individual pupils' learning and support

6.6 Parents or Carers

Parents or carers should **inform the school** if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- **Invited to contribute** to review the provision that is in place for their child
- **Asked to provide information** about the impact of SEN support outside school and any changes in the pupil's needs
- **Given the opportunity to share their concerns** and, with school staff, agree their aspirations for the pupil

- **Given an annual report** on the pupil's progress
- **Kept informed of progress** and involved in discussions and decisions about support and provision

The school will take into account the views of the parents or carers in any decisions made about the pupil.

The relationship between parents and school is extremely important in the child's educational progress. The school will be open and responsive to expressions of concern from parents and to information provided by parents.

6.7 The Pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- **Explaining what their strengths and difficulties are**
- **Contributing to setting targets or outcomes**
- **Attending review meetings**
- **Giving feedback** on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

6.8 Links with the Designated Teacher for Looked After Children

The SENCO will work closely with the designated teacher for looked after children to ensure that:

- **Each looked-after child with SEND has a personal education plan** and receives high-quality support to improve their learning and/or wellbeing
- **Information is shared effectively** to inform decisions about promoting their welfare
- **Multi-agency support is planned and provided effectively**

6.9 Links with the Virtual School Head

The SENCO will engage with the Virtual School Head where appropriate, particularly for children with a social worker, to understand the role they have in improving outcomes for these children.

7. Our Approach to SEND Support

7.1 Identifying Pupils with SEND and Assessing Their Needs

We aim to **identify needs at the earliest point** and make effective provision.

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

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

This may include progress in areas other than attainment; for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with **differentiated, high-quality teaching**. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

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

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, 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/carers. 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.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies

- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we obtain relevant information before the pupil starts at school, so support can be put in place as early as possible.

7.2 Consulting and Involving Pupils and Parents/Carers

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an **early discussion** with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- 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/carers.

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision and their status will be changed to SEN Support.

7.3 A Graduated Approach to SEN Support

At Bengeo Primary, we follow a **graduated approach** to identification and support. Class teachers are responsible and accountable for the progress of all the pupils in their class, including where pupils receive support from Teaching and Learning Assistants or specialist staff.

We believe **high quality teaching** targeted at their area of weakness and differentiation for individual pupils is the first step in responding to pupils who have or may have SEN.

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach: **Assess - Plan - Do - Review**

This is an on-going cycle to enable the provision for pupils to be refined and revised, as the understanding of the needs of the pupil grows. This cycle enables the

identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

The pupil's class teacher and the SENCO will carry out a **clear analysis of the pupil's needs** based on:

- Observations
- Previous progress and attainment
- Behaviour
- The views of the pupil and their parents/carers
- Advice from external support services (where relevant)

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

If it is decided that the pupil does not require SEND support, their progress will be monitored and reviewed in the next cycle.

Plan

Once it has been decided to provide a pupil with SEND support, the school, parents and pupil will meet to talk about the graduated approach and the pupil's status will be changed to SEN Support.

In consultation with the parents/carers and the pupil, the class teacher and the SENCO will decide which **adjustments, interventions and support** will be put into place, the **expected outcomes**, and a **clear date for review**.

All staff who work with the pupil will be made aware of:

- The pupil's needs
- The outcomes sought
- The support provided
- Any teaching strategies or approaches that are needed

This information will be recorded and made accessible to staff through a **pupil profile** or a **one page profile** with targets according to need and details of the support that has been put into place.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

Do

The pupil's **class teacher remains responsible** for working with the child on a daily basis.

Where the plan involves group or 1-to-1 teaching away from the main class teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed **in line with the school's assessment cycle**.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

These impacts, as well as the views of the parents and pupils, will feedback into the analysis of the pupils' needs. The next steps in support will be based on the outcome of the review.

7.4 Levels of Support

School-based SEN Support (SEN Support)

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's **notional SEND budget**.

On the census these pupils will be marked with the code K.

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite taking relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents/carers may consider involving outside agency support.

Education, Health and Care (EHC) Plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream settings. Some children and young people may require an Education, Health and Care needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

Referral for an Education, Health and Care Plan:

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment process so the Local Authority (LA) can determine whether it needs to make provision for the child in accordance with an Education Health Care Plan (EHCP). This assessment is usually requested by the school, but can be initiated by a parent.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and as they get older, prepare them for adulthood.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant). A small minority receive additional funding from the EHCP Banding process or if an EHCP has not been applied for, interim funding can be applied for through a local high needs funding panel. This can be used in a variety of ways to support the needs of the pupil.

On the census these pupils will be marked with the code E.

7.5 Pupils Working Below the Standard of National Curriculum Assessments

For pupils in Key Stage 2 who are working below the standard of National Curriculum assessments and are not engaged in subject-specific study, we will use the **Engagement Model** to set attainment targets and to assess their progress.

The Engagement Model allows teachers to assess:

- How well pupils are being engaged in developing new skills, knowledge and concepts in the school's curriculum
- How effective the special educational provision is in empowering pupils to progress against the agreed outcomes in their education, health and care (EHC) plans
- Pupils' achievements and progress across the 4 areas of need

7.6 Evaluating the Effectiveness of SEN Provision

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

- **Tracking pupils' progress**, including by using provision maps
- **Carrying out the review stage** of the graduated approach in every cycle of SEN support
- **Analysis of attainment and progress**
- **Results of National curriculum and SATS tests** and other relevant tests
- **Reading and spelling assessments**
- **Monitoring of Pupil Profile targets**
- **Progress on P Scales and P steps** (Pre National Curriculum) where applicable
- **Using pupil questionnaires**
- **Monitoring by the SENCO**
- **Holding annual reviews** for pupils with EHC plans
- **Getting feedback** from the pupil and their parents/carers
- **Teacher assessments**
- **Attendance data**

The SENCO is involved in supporting teachers in drawing up targets for children with SEND. The SENCO and the Head Teacher hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also hold regular meetings.

8. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our **Attendance Policy**.

The school will work closely with parents and external agencies to identify and address any barriers to attendance for pupils with SEND, ensuring that appropriate support is in place to enable them to attend school regularly and benefit from their education.

9. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges both online and offline. Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges.

Additional barriers can exist when recognising abuse, neglect and exploitation in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges
- Cognitive understanding - being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or the consequences of doing so

Children with disabilities are more likely to be abused than their peers.

Any reports of abuse involving children with SEND will require close liaison with the designated safeguarding lead (or a deputy) and the SENCO.

We will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

Relationships and Sex Education (RSE):

RSE can be particularly important for pupils with SEND, particularly those with social, emotional and mental health needs or learning disabilities, as they may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence. We ensure that RSE is made accessible for all pupils with SEND and is tailored to their individual needs.

Mental Health and Wellbeing:

We recognise that children with SEND may have complex mental health and psychosocial needs. We provide appropriate support for the mental health and wellbeing of pupils with SEND and work with external agencies where necessary.

Online Safety:

We acknowledge that children with SEND can face additional safeguarding challenges online, including cognitive understanding difficulties. We provide appropriate education and support to help pupils with SEND stay safe online.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our **Safeguarding/Child Protection Policy**.

Staff should be aware that discussions about sensitive topics in lessons can lead to increased safeguarding reports. All staff know what to do if they have concerns that a pupil is being neglected or abused, and will follow the processes set out in our Safeguarding Policy.

10. 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 are encouraged to undertake training and development.

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs regarding SEN, and will incorporate this into the school's plan for continuous professional development.

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

All staff should receive appropriate safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually.

Specific SEND training includes:

- Staff attend INSET courses aimed at developing existing skills and knowledge in the area of SEN
- The SENCO attends local SENCO Cluster Meetings and informs staff of issues raised
- The SENCO delivers INSET training when appropriate
- Teaching Assistants attend local INSET such as that provided by the LA Speech and Language Therapy Service and Advisory Teacher Service for Autism/ SpLD/ Special school outreach. This may be delivered by the SENCO
 - Teaching Assistants regularly liaise with the SENCO and Class Teachers
 - The SENCO regularly attends the LA's SENCO network meetings in order to keep up to date with local and national updates in SEND

Professional learning includes purposeful collaboration between teachers on:

- The curriculum, teaching and assessment
- The school's approaches to delivering the intended curriculum
- The school's approaches to attendance, behaviour and pastoral care
- The necessary adaptations for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being

The SENCO holds the **National Award for SEN coordination** and works closely with the Headteacher.

11. Links with External Professional Agencies

The school recognises that it won't be able to meet all the needs of every pupil.

Whenever necessary, the school will work with external support services.

Bengeo has close links with the Education Support Services and with Health and Social Care, and requests support and guidance when necessary, as part of the Assess, Plan, Do, Review process. Teachers will have consulted with parents and the SENCO at all stages of the process.

We work with the following external professional agencies:

- **Integrated Services for Learning Team** - The school works closely with specialist teachers who provide advice and support for some pupils with additional needs

- **Specialist Provision outreach Teams** - Provide advice and support for pupils with specific needs
- **Speech and Language Therapists**
- **Educational Psychologists**
- **Occupational Therapists**
- **Physiotherapists**
- **General Practitioners or Paediatricians**
- **School Nurses/ wellbeing practitioners**
- **SENMH (SEN mental health team)**
- **Child and Adolescent Mental Health Services (CAMHS)**
- **Education Welfare Officers**
- **Social Services**
- **Virtual School Heads** - Where appropriate, for children with a social worker
- **SENDIASS (Special Educational Needs and Disabilities Information and Support Services)** - Offer information, advice and support for parents and carers of children and young people with SEND

Specialist teachers are consulted for advice on the education of individual pupils with specific needs. They also provide staff INSET on teaching children with those needs.

We promote the local offer and help pupils with SEND, and their families, to find out what support is available and how to access it. Information about Hertfordshire's local offer can be found at: [insert link to Hertfordshire local offer]

12. Supporting Pupils with Medical Needs

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

To see further how pupils with medical conditions are supported please see '**Bengeo's Supporting Children with Medical Conditions Policy**'.

13. Admission and Accessibility Arrangements

13.1 Admission Arrangements

Bengeo Primary School is committed to ensuring that all prospective pupils, including those with SEND or a disability, are treated fairly in the admissions process.

Our admission arrangements ensure that:

- All prospective pupils whose EHC plan names Bengeo Primary School will be admitted before any other places are allocated
- Our oversubscription criteria do not unfairly disadvantage prospective pupils with a disability or SEN
- We work in a multi-agency way to ensure we get relevant information before a pupil with identified SEND starts at school, so support can be put in place as early as possible

Links with other schools:

It is essential to ensure effective continuous support of the child's special needs when he/she changes schools.

- Bengeo School has close links with our local feeder and secondary schools and carries out transitional work during the Summer Term
- Full information is requested from previous schools when a child transfers to Bengeo
- If a child leaves Bengeo we send on full information, often followed by a telephone conversation and sometimes a visit
- The SENCO will liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned

13.2 Accessibility Arrangements

Bengeo Primary School is committed to making reasonable adjustments to ensure that pupils with disabilities are not at a substantial disadvantage compared with their peers.

Steps we have taken to prevent disabled pupils from being treated less favourably than other pupils include:

- Making reasonable adjustments to teaching, the curriculum and the school environment

- Ensuring that our policies and procedures do not discriminate against pupils with disabilities
- Providing staff training on disability awareness and reasonable adjustments
- Consulting with pupils and parents about individual needs and appropriate adjustments

Facilities we provide to help disabled pupils access our school include:

- An accessible toilet and shower in both the KS1 and KS2 building
- A portable ramp that can be moved to doors
- A disabled parking bay in the school car park
- Adaptations and reasonable adjustments made for individuals where needed, planned on an individual basis

Our Accessibility Plan:

Our school has an **Accessibility Plan** which sets out how we will continue to improve the accessibility of the school. The plan covers:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide
- Improving the availability of accessible information to disabled pupils

The Accessibility Plan is reviewed regularly and is available [insert location/link].

14. Complaints about SEND Provision

We hope that all concerns and complaints about SEND provision can be resolved quickly and informally.

If parents/carers have concerns about our school's SEND provision, they should:

1. **First raise their concerns informally** with their child's class teacher or the SENCO. We will try to resolve the complaint informally in the first instance.
2. If this does not resolve their concerns, parents are welcome to submit their complaint formally to the Headteacher. Formal complaints will be handled in line with the school's Complaints Policy [available on our website/from the school office].

3. If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

Further avenues for complaint:

To see a full explanation of suitable avenues for complaint, see **pages 246 and 247 of the SEN Code of Practice.**

Disagreement resolution and mediation services:

Parents have the right to access disagreement resolution and mediation services if they are not satisfied with the school's response to their concerns about SEND provision.

To find out about disagreement resolution and mediation services in Hertfordshire, please see: [insert link to Hertfordshire's disagreement resolution and mediation services]

You can request mediation by contacting: [insert contact details for requesting mediation in Hertfordshire]

The relationship with parents and school is extremely important in the child's educational progress. The school will be open and responsive to expressions of concern from parents and to information provided by parents.

15. Monitoring and Evaluation Arrangements

15.1 Evaluating the Effectiveness of the Policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers
- Early identification of any pupil's SEND
- The use of best practice when devising interventions
- The wishes of the pupil being taken into account

- Successful partnership between educational professionals and parents
- Regular reviews of intervention programmes
- The extent to which standards have improved generally across groups of pupils with identified SEN

The SENCO monitors the movement of children with SEND. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

15.2 Monitoring the Policy

This policy will be reviewed by the SENCO in liaison with the SLT and Curriculum Committee every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the **full governing board**.

The outcome of the review is reported to the full governing body.

16. Links with Other Policies and Documents

This policy links to the following documents:

- **SEN Information Report** (published on school website)
 - **The Local Offer** (Hertfordshire County Council)
 - **Accessibility Plan**
 - **Behaviour Policy**
 - **Equality Information and Objectives**
 - **Supporting Pupils with Medical Conditions Policy**
 - **Attendance Policy**
 - **Safeguarding/Child Protection Policy**
 - **Complaints Policy**
 - **Data Protection Policy**
 - **Relationships and Sex Education Policy**
 - **Anti-Bullying Policy**
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Appendix: Key to Abbreviations Used

Abbreviation	Meaning
SEN	Special Educational Needs
SEND	Special Educational Needs & Disabilities
SENCO	Special Educational Needs Co-ordinator
EP/Ed Psyc	Educational Psychologist
SpLD	Specific Learning Difficulties
MLD	Moderate Learning Difficulties
SLD	Severe Learning Difficulties
PMLD	Profound and Multiple Learning Difficulties
SEMH	Social, Emotional and Mental Health
EHCP/EHC Plan	Education, Health & Care Plan
DfE	Department for Education
COP	Code of Practice
SMART	Specific, Measurable, Achievable, Realistic and Time-bound Targets
ENF	Exceptional Needs Funding
HCC	Hertfordshire County Council

Abbreviation	Meaning
LA	Local Authority
CAMHS	Child and Adolescent Mental Health Services
SENDIASS	Special Educational Needs and Disabilities Information and Support Services
RSE	Relationships and Sex Education
EAL	English as an Additional Language
LAC	Looked After Child
PSED	Public Sector Equality Duty