



Beech Hill Community Primary School

Special Educational Needs & Disabilities Policy

Reviewed by: A.Saddington
Next Review: September 2026

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SEND Governor: Ms V Carr
LA staff: Service Manager- Enhanced- Services for Schools: Kellie Williams

Compliance:

SEND Code of Practice 0-25 September 2014
Special Educational Needs and Disability Regulations 2014
Equality Act 2010: advice to schools DfE February 2013
Statutory Guidance on Supporting pupils with Medical Conditions 2014
National Curriculum (England) September 2013
Teacher Standards 2012
Keeping Children Safe in Education 2025

Signature on behalf of the Governing Body:

Mission Statement

“Doing our best today for a brighter future tomorrow”

Aims:

At Beech Hill we know that our children will enter a world of work that is ever changing and increasingly complex. Our aim is to ensure that, throughout their time with us, children feel safe, become resilient, independent thinkers, who have the knowledge, the skills and the confidence to pursue, and succeed in, whatever path they choose.

Parents, staff, governors and children all have an important part to play in ensuring that Beech Hill is a truly inclusive school, where equality of opportunity and respect for all is at the heart of what we do.

This policy reflects the guidance given in the 2014 SEND Code of Practice, 0-25 years.

Definition of Special Educational Needs and Disabilities

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 that adheres to current and relevant National guidelines relating to equality of opportunity, additional needs and disability.

Identification and Assessment Arrangements, Monitoring and Review Procedures

We have adopted a thorough process through which we identify children who may have SEND and ensure that pupils access help at the earliest opportunity. We are mindful of the four areas of need when considering whether a child may have SEND. The four areas are:

- * communication and interaction
- * cognition and learning, social
- * emotional and mental health difficulties
- * sensory and/or physical needs.

The following factors are considered in the identification process:

- Discussion with parents and listening to concerns
- Concerns raised by class teacher
- Observations
- Data analysis including progress
- Consultation with other agencies including reports from health, TESS, Educational Psychology
- Discussion with previous schools

We complete assessments to inform us of what our children now know and what we need to teach them next. Some of these assessments, in Y2 and Y6 are external and have certain ways in which they have to be carried out. Some children with SEND may need additional support to access these external assessments. This support would be arranged by the Senior Leadership Team.

Support for pupils who do not have a disability or other need

We make “reasonable adjustments” using the Disability Equality legislation to support pupils with a disability therefore having a disability does not mean that a child has SEND. Pupils who have poor attendance and punctuality, health and welfare, speak English as an Additional Language, who are a child looked after or who are the child of a serviceman or service woman or who are in receipt of Pupil Premium Grant are not pupils who are classed as having a Special Educational Need. Identified negative pupil behaviour will not be described as a Special Educational Need

however, pupil's behaviour is usually a response to a need would be monitored closely by school and considered against a specific criteria. Before making a decision to suspend a pupil for a fixed period or a permanent exclusion, the Headteacher will: Consider if the pupil has special educational needs (SEND) or Child Looked After (CLA)" and whether need can be met via an alternative means.

A Graduated Approach to SEND Support

The SEN Code of Practice suggests that pupils should only be identified as having SEN if they do not make adequate progress once they have had access to appropriate interventions. At Beech Hill Primary we follow the process outlined below when supporting pupils with SEND. Families are involved at every stage of the process with the aim that they feel part of the assess, plan, do review cycle. Decisions regarding next steps are made **together with families** rather than **for** them :

- Quality First Teaching
- Monitoring and analysing children's progress and attainment
- SEND support (1)- assessments and "some" support interventions delivered by school staff
- SEND Support (2)- assessment from external agencies and/or interventions with "lots of support" delivered by school staff or external agencies
- EHCP pathway

Managing SEND Support

Our school assessment/intervention system puts emphasis on the next steps for children so support is put in place to help children make faster progress and ultimately "catch up". When children are receiving extra help and support we carefully plan the programme of support based on their need. This might include support with school subjects or with the development of physical or social skills. This extra support is reviewed on each term and new targets written if needed. This information will be collected in a document called a Learning Support Plan.

Monitoring effectiveness of provision

The SENDCo regularly reviews the effectiveness of the provision provided for pupils with SEND. She monitors the quality of specific interventions on a termly basis by working with and supporting the SEND team and other professionals. All interventions have been carefully selected and have a baseline measure so the school can measure progress when the intervention has been completed. Some provision will be ongoing and will be reviewed accordingly. Following this review, it may be felt that more support is needed and advice from professionals such as the Educational Psychology Service or Health may be sought. If after gradually increasing support it is felt that the Special Educational Needs are long term and/or complex then consideration will be

given to making a referral into the Educational Health Care Plan pathway. The SEND Governor liaises regularly with the SENDCo to keep updated with provision for pupils in school.

Roles and responsibilities

The Governing Body supports school by:

- The SENDCo reports to the Governors about the progress of pupils with SEND. The information does not include individual names of children.
- Helping to establish a SEND policy
- Agreeing, alongside the Head teacher priorities for funding and staffing arrangements

The SENDCo:

- To report to the Governing Body and Head teacher about the progress of SEND pupils
- To liaise with the Leadership team
- To co-ordinate provision for pupils with SEND and monitor progress
- To oversee records of children with SEND
- To liaise with and advise staff about strategies and resources
- To make referrals to appropriate agencies eg Wigan SEND team, Educational -Psychology Team and Health services and to liaise with them as appropriate
- To plan and monitor interventions
- To contribute to the training needs of all staff relating to SEND

Class teachers:

- Provide quality first teaching that meets pupil need
- Assess pupil progress and liaise with SENDCo where it is felt that “reasonable adjustments” are needed for pupils to make faster progress where needed
- Review and set new targets with parents and pupils and to ensure that parental comments are recorded on the Learning Support Plan.
- Discussing jointly pupil progress and achievements

Support staff:

- Knowing about the special needs of pupils they support- and who to ask if they need further information
- Providing a balance between intervention and encouragement of pupil independence
- Briefly record the nature and impact of support provided to pupils
- Knowing what the objectives for the lesson are and the teachers expected learning outcomes for pupils with SEND
- Discussing jointly pupil progress and achievements

Parents/carers:

- Take an interest in their child's education
- Listen to their child's anxieties and worries
- Support homework and out-of-hours learning activities
- Ensure that their child attends school regularly
- Inform their child's teacher if their child is worried about aspects of school life or work - Request work from the school in instances where their child is likely to be absent for some time from school.

In addition, the following staff have additional responsibilities:

Designated Safeguarding Lead: Mrs N Whittle

Designated teacher responsible for managing support for children who are Looked After:
Mrs A Saddington

Staff with responsibility for managing Pupil Premium: Mrs M McCarthy/Mrs A Saddington

Staff responsible for meeting the medical needs of pupils: Mrs A Saddington/Mrs Williams

Supporting pupils and families

At Beech Hill Primary School we support our families on a variety of levels. The class teacher is a family's first point of contact with regard to a pupils learning, in addition our Pastoral Manager, Mrs Whittle can help with a wide range of family matters. Through our school **SEN Information report** which can be found on our school website via this link: <http://www.beechill.wigan.sch.uk/schooloffice/send-information/>, we give our families a range of information about SEN support for children at our school. In addition, the Local Authority provides information for pupils and families through their Local Offer which can be found on the Wigan Council website using this link: <https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/SpecialEducational-Needs-and-Disabilities.aspx>. The SEND Information and Advice and Support Service (SENDIASS) provides access to impartial and relevant information and support to promote effective partnership working. SENDIASS works closely with Wigan and Leigh EMBRACE www.embracewiganandleigh.org.uk.

Admission arrangements

We welcome all potential families. As a community school, Wigan Council manages our admissions for each class from Reception to Year 6. The admission arrangements can be found on the Wigan Council website via the office tab of our school website

www.wigan.gov.uk/resident/education/schools/school-admissions/primary-schools.aspx

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs. Prior to starting school, parents/carers of children with an EHC Plan or EYAR will be invited to discuss the provision that can be made to meet their child's identified needs. The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible to all.

Transition

At Beech Hill Community Primary School we put together a set of transition activities to meet the needs of all of our pupils. These plans are carried out for transitions between classes, Key Stages and to another school. This includes pupils with medical conditions. For those pupils that are identified as vulnerable, additional transition opportunities are out into place to meet specific needs both for in-school transitions and transition to KS3 where a detailed plan with the receiving

High School is established including additional information sharing and additional visits. For those pupils with specific additional needs including ASC, this transition may include support that is continued at home throughout the summer holidays including a transition book containing photographs of the new classroom and staff and a transition social story.

Supporting Pupils at School with Medical Conditions

For some children who have a medical condition this impacts on their learning. Strategies and support including a Health Care Plan where necessary are put in place to ensure the pupil is supported appropriately. Some pupils may also have SEND and may have an Educational Health Care Plan in place to support their additional needs so that pupils have full access to education, including school trips and physical education. Some children with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act 2010. Information regarding how school supports SEND pupils can be found within the SEN Information Report which can be found on the school website.

Training and resources

At Beech Hill Community Primary School, funding for SEND pupils is found within the general school budget. This money funds provision for SEND pupils up to a given threshold of support through TA assistance or equipment. If it is felt that a pupils' needs are in excess of this level of support and fall within the High Needs Block then an application for consideration through the Education, Health and Care Pathway would be considered.

A range of teaching and support staff work with all of our pupils. 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 is identified in a number of ways; through personal training analysis and audit, as a result of SLT observations and in response to individual pupil need.

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 SENDCo regularly attends the Local Authority's SENDCo cluster meetings and the SENDCo meeting of the cluster group of schools of which Beech Hill Primary School is a part, in order to keep up to date with local and national initiatives in SEND. In addition, as an Inclusion Quality Mark centre of Excellence, School is part of an IQM cluster of schools who all have COE or Flagship status. Where applicable staff including the SENDCo attend external training and conferences to inform on particular concepts.

Storing and managing information

School follows specific guidance in relation to storing information, when documents can be destroyed and where documents should be kept. To comply with requirements, we follow the Wigan Council data protection principles including the length of time data must be stored or specific groups of children, this policy can be found on the Wigan Council website.

Dealing with complaints

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENDCo, who will try to resolve the situation. If the issue can not be resolved within 10 working days, the parent can submit a formal complaint to the Head teacher in writing or any other accessible format. The Head teacher will reply within 10 working days. Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office. If the complaint refers to a child who has an Education, Health and Care Plan then the parent would be provided with a copy of the mediation procedures and SENDIST information.

Accessibility

School has a duty to provide "reasonable adjustments" to ensure that all pupils are able to access the curriculum. These alone do not constitute a Special Educational Need. School recognises that there are other factors that may impact on progress and attainment but not all factors are recognised as a Special Educational Needs.

These factors include:

- Attendance and punctuality,
- Health and welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Child Looked After
- Armed Forces family child

Links to other DfE documents(KCSIE 2025)

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect 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 disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEN and disabilities.

