



# Beulah Junior School

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## Beulah Junior School

# SEND Policy

NB: DRAFT DUE TO WAITING FOR GOVERNOR APPROVAL

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## **1. Provision**

### **1.1 Objectives of the Policy**

- to inform all who work with children with SEN & Disabilities of the school procedures
- to provide information about our commitment to those identified as having SEN & Disabilities
- to provide a basis for planning and implementing change
- to provide the best learning environment for vulnerable pupils.

### **1.2 The Inclusion Manager's role**

The Inclusion Manager's responsibilities include:

- overseeing the day-to-day operation of the school's SEN & Disability policy
- coordinating provision for children with special educational needs and disabilities
- liaising with and advising teachers and year teaching assistants
- managing and directing the SEND and SALT teaching assistants
- overseeing the records of all children with SEN & Disabilities
- liaising with parents of children with SEN & Disabilities
- contributing to the in-service training of staff
- liaising with external agencies including the LEA's support and educational psychology services, occupational therapy, health and social services, and voluntary bodies

### **1.3 Admission Arrangements**

The school's policy is to assess each request on its merit, with inclusion as the basis for all assessment. The school, with parents and all other interested services, assess the suitability of Beulah Junior School for the child's needs. Beulah Junior School takes every consideration into place of the child's needs and endeavors to implement suitable support for every child.

### **1.4 Special Facilities and Accessibility**

There is a wheelchair access ramp to the main door from the front playground. The dining hall also has a wheelchair access ramp leading into the building. The school is a 19<sup>th</sup> century building on two floors with two wide staircases that access the upper floor. There are disabled toilet facilities on the ground floor and one girls' toilet cubicle upstairs has been adapted for disabled access upstairs. An extended handrail has been added to both wide staircases so that there is a rail on either side. The staircases have 30 steps leading from the ground floor to the top of the staircases. Patio doors leading to the back playground from the downstairs classrooms have steps from the classroom with rails to hold onto. There are two metal staircase fire escapes at opposite ends of the upper corridor that lead down onto the playground.

The Disability Discrimination Act places planning duties on maintained schools and local authorities. Schools are required to prepare and publish an Accessibility Plan and local authorities are required to prepare and publish an Accessibility Strategy setting out the planned improvements that will be taken in relation to disability access. The Plan/Strategy has to address three distinct elements of planned improvements in access for disabled pupils:

- Improvements in access to the curriculum;
- Physical improvements to increase access to education and associated services; and

- Improvements in the provision of information, in a range of formats, for disabled pupils.

Whilst the Plan must address these three areas, a school is most likely to deal with disability equality issues effectively if a holistic approach to disability planning is adopted and if addressing disability equality is an integral part of mainstream planning and decision making.

## **2. Identification, Assessment and Provision.**

### **2.1 Resourcing**

Funding is provided through the Pupil Intake Factor (PIF) allocation for pupils identified as having SEN & Disabilities who will not need recourse to the statutory assessment procedures. Human resources are used to support pupils where necessary and teaching assistants work alongside the teacher to support pupils under the teacher's guidance.

Staff from the Support Services may be assigned to support designated pupils. Some children may also be allocated some individual or small group teaching delivered by a qualified teacher or teaching assistant.

Resources, which include ICT facilities (Interactive Whiteboards, laptops, tablets, Fizz books, individual PCs) are available within the school. As well as, sensory resources, visual aids, interventions 1:1 or small groups, Precision Teaching, Pre-teaching, emotional regulation support, behaviour support and providing differentiated work alongside pre-key stage curriculum.

### **2.2 Identification**

Pupils may have already been identified as having special needs or disabilities by other agencies. The most likely source of information is the records from the pupil's previous school, discussions with parents and class teachers' observations. All records must be carefully read upon receipt and appropriate action taken. Early identification is very important.

The Code of Practice for Schools: Disability Discrimination Act 1995 states that 'a child has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse impact on his or her ability to carry out normal day-to-day activities.'

*A child who has SEND may, or may not, have a disability. For example, a child may have a behaviour difficulty which means that the child has greater difficulties in accessing the curriculum than other children of his/her age. However, the child's behaviour difficulty may not be recognised as a disability. Whilst many children who have a disability will have SEND, it must not be assumed that a child who has a disability has SEND. A child with a disability has SEND only if they have any difficulty in accessing education and they need special educational provision to be made for them that is additional to, or different from, what is normally available in maintained schools in the area.*

(source as before: NASUWT)

The most used identification process comes from the class teacher who will always provide first class teaching. Then in consultation with the Inclusion Manager and/or Deputy Head

(academic monitoring) the teacher will record their concerns through discussions or during SEND support plan meetings. Through observations and monitoring of progress the parent would be invited in for either a formal or informal discussions, depending upon the level of concerns the school is having. Another means of identification comes from the results of standardised testing and Standard Attainment Tests/Tasks. However, because the needs of individual pupils may vary in their origin, the overriding means of identification rests usually with the class teacher and their half-termly teacher assessments, which is evident in the whole school's tracking system. The inclusion manager may conduct or direct additional tests such as Partners in Talking screening a speech and language programme, inclusion assessment, Conners assessment, Boxall Profile and external support.

A useful broad definition to be applied, is that a pupil has special educational needs where s/he is not progressing at the same rate as the majority of his/her peers, and where there is a necessity for provision that is additional to, or different from, that given to the majority of pupils. Their progress may be impaired for all sorts of reasons but it is useful to consider the needs of the pupil in the following broad categories:

- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and /or Physical Needs
- Communication and Interaction (Speech, Language and Communication needs, ASD)

## **2.3 Provision Mapping/SEN Support Plans**

### Monitoring

Once a need is identified, the class teacher, who may ask the advice of the Inclusion Manager, must keep an informal record to monitor the child. This is then kept in the SEND file. The parents/carers are informed of initial concerns either through in/formal discussion or at the bi-annual parents' consultations or end of year reports. If there are no further causes for concern, the class teacher need take no further action.

### SEND Register

Putting a child on the SEND register should be considered if, despite receiving differentiated learning opportunities:

- the child makes little or no progress
- shows signs of difficulty in developing literacy or numeracy skills
- presents persistent emotional or behavioural difficulties
- has sensory or physical difficulties and makes little or no progress despite the provision of suitable specialist equipment
- has communication and/or interaction difficulties

The child's name will be recorded on the SEND Register and the teacher will complete the school's SEND Support Plan for the individual child.

The school has moved from paper based SEN Support Plans to using an electronic programme called Edukey, which allows the teachers and inclusion manager to see an overview of interventions that the pupil is receiving. The electronic plans are reviewed termly; the system of assess, plan, do and review is also used.

The plans would include SMART targets (specific, measurable, achievable, realistic, and time-

bound). Interventions must be additional to, or different from, those provided as part of the school's usual differentiated curriculum. There will be an opportunity for the Inclusion Manager to observe the child if this is deemed necessary. The targets will then be discussed with parents/carers and children (depending on maturity of the child), in a specially arranged meeting or at the parents' consultation. Parents'/carers' views will be sought and they will be asked to electronically sign the targets which will be reviewed termly. This is in conjunction with the SEND Code of Practice which was implemented in September 2014. Parents/carers at Beulah Junior School are fully involved in the SEND process and have a say as the support their child will receive. The child themselves also, are aware of the process, so that their thoughts and view can be recorded.

If, at the next review the child has made adequate progress, the child will be monitored as previously. Adequate progress can be that which:

- closes the attainment gap between the child and their peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour.

If a child after a period of time does not make progress s/he will continue on the SEND register and may trigger other support agencies. Reasons for support under the SEND register would include:

- continues to make little or no progress in specific areas over a long period of time
- continues working at NC levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy or numeracy skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class
- Has sensory or physical needs that require additional specialist equipment and/or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

If a child is continuously on the SEND register the Inclusion Manager and Class Teacher will take advice from outside agencies such as the Educational Psychology Service, Speech & Language Therapy, Occupational Therapy, CAMHS etc. and a referral will be made. Parental permission must be gained, in writing, before this takes place. The relevant agency will usually carry out some assessments and make recommendations on how to meet the child's needs within the school. They will then produce a report, a copy of which will be sent to the parents. Following this advice, a SEND Support Plan and targets will be updated by the school, which will be shared with parents/carers and the child, and reviewed on a termly basis. Sometimes the Inclusion Manager and always the Class Teacher will discuss the SEND Support Plan, and progress made at the parents' consultation meetings.

At the review, if sufficient progress is made, consideration will be given as to whether the child's needs could be appropriately met at the previous stage. If this is considered to be appropriate, the child's name will be recorded on the SEND register (all documentation is kept in the same way as previously).

If concern persists, then the Inclusion Manager will take any relevant advice and, if necessary, trigger the Authority's procedures for Statutory Assessment, provided its criteria have been met.

### Statutory Assessment – EHCP (Education Health Care Plan)

This is requested when there is significant cause for concern that inadequate progress is still being made, in spite of extra provision and support at the SEND Register. Written evidence of the following will need to be submitted to the LEA to obtain an EHCP (formally Statement):

- SEND Register – documented on Sims and Edukey system
- SEND Support Plans – documented on Edukey system
- child's Provision Map and Targets – documented on Edukey system
- records of regular reviews and their outcomes – documented on Edukey system
- medical history where relevant – documented on Sims and Edukey
- National Curriculum levels
- progress in literacy and Numeracy, from whole school tracking assessments
- other assessments e.g. Educational Psychologist's, CAMHS reports
- views of the parents and of the child
- details of the involvement of other professionals
- details of EWO or Social Services involvement

## **2.4 Curriculum Entitlement & Inclusion**

We believe that all children have a right to the full range of curriculum opportunities and every effort will be made to ensure this. Pupils who receive learning or behaviour support are taught alongside their peers in the classroom. Such integration alone, however, will not guarantee functional inclusion.

There may be times when a pupil requires additional emotional support which time out, colouring or a quiet space to think is not enough. Beulah Junior School has a number of support programmes for children who have additional emotional needs such as counselling, play therapy, social skills programme and Lego Skills. Alongside these interventions the school has commenced a PSHE programme (Personal, Social, and Health Education) which supports those children who are having difficulties focusing in lesson due to emotional and behavioural problems. The school performs a number of external referrals to St Christopher for Bereavement counseling, CAMHS, Early Help or even social service. The above programmes enhance concentration, focus and wellbeing in the school. (Please refer to section 3.2)

Speech and Language programme called 'Partners in Talking' supports children with their language skills. Other interventions such as rapid reading; writing intervention, math intervention, phonics, FFT reading programme, and SEN Math's are put into place for the children on the SEND register.

The majority of the programmes are supported by teaching assistants either 1:1 or in small groups depending on needs.

## **2.5 Criteria for Success**

The criteria for considering the success of this policy will include:

- fully involving parents/carers and pupils
- consistency in approach
- having a clear, effective system for identifying and assessing pupils

- keeping records accurately
- completing accurate SEND Support Plan and setting SMART targets
- creating an ethos which recognises and values individual differences
- valuing expertise from outside agencies where necessary.

### **3. SEND the School and the Wider Community**

#### **3.1 INSET & Training**

All teaching and support staff are entitled to high quality INSET which is vital to ensure the ongoing, effective development of agreed practice in SEND. As part of that development, staff are aware of the requirements of the SEND Code of Practice.

INSET also address the concerns of teaching and support staff in providing for pupils with SEN & Disabilities. Delivery of required INSET will be on a needs basis. It may be delivered internally, through our own expertise, or through external agencies the school is in partnership with.

There will be a particular need for appropriate INSET for the Inclusion Manager who should attend the regular SENCO/ Inclusion Manager Forums held within the LA.

With the SEND Code of Practice being implemented in September 2014, the whole school continuously receives training from the Inclusion Manager as to the high expectations for SEND pupils.

The school also provides training for NQT, cover and new staff members within the first ½ term of working at Beulah Junior School. In-depth training is given to each new staff to ensure sound knowledge and understanding of SEND in the school setting.

#### **3.2 Emotional Wellbeing Support**

The counselling service provided within school aims to offer children a safe and welcoming space for them to come, express and explore their feelings through the metaphor of play (Play Therapy). The aim of Play Therapy is to enable children, who are experiencing emotional and behavioral difficulties, to learn new skills to help them manage their lives more effectively whilst improving their self-esteem and confidence. School based counselling is a valuable resource that helps to provide positive, personal, social, health and educational outcomes for all children.

##### **Role of the Counsellor:**

- To organize and administer the counselling service in conjunction with school staff.
- To provide a safe, warm, secure and confidential space within the school for children to come, express and explore their problems.
- Through the provision of counselling (therapeutic play/ interventions) to allow children the opportunity to resolve their difficulties and develop their coping skills.
- To offer individual counselling support for pupils at Beulah Junior School during school hours.
- To undertake group counselling work (maximum of 8 children).



- To maintain and develop professional practice through regular and ongoing clinical supervision and training.
- To work in accordance with the British Association of Counsellors and Psychotherapists (BACP) Code of Practice, Child Protection Act, Data Protection Legislation and School Policy.
- To keep accurate and up to date client records.
- To liaise, work with staff and parents so as to help support the child through the counselling process.
- To annually evaluate the counselling service to ensure and maintain productivity as well as an evidence base practice.

### **Role of the school:**

- To provide the Counsellor with the appropriate provisions and resources to carry out counselling work such as a locked cabinet, office equipment and therapeutic mediums.
- To allocate a safe, private and accessible room equipped with the necessary therapeutic materials and mediums for counselling work with children.
- To keep the Counsellor informed of significant events in or out of school, which may impact a child accessing the service and subsequently the counselling work.
- To appoint a member of staff to manage the referral process and to work in conjunction with the Counsellor. ***Please note it is the responsibility of the person making the referral to complete a referral form and obtain parental consent.***
- To be responsible for promoting the counselling service to the pupils, staff and parents of Beulah Junior School.
- To keep accurate and up to date client records
- To ensure that the Counsellor adheres to the Professional Ethics, as laid down by the British Association of Counsellors and Psychotherapists (BACP), by attend regular fortnightly Clinical Supervision (this include ensuring professional practice thought continued personal development) and being responsible directly for the total funding of that service.

### **Sessions:**

Counselling sessions will be allocated to pupils who are referred by the school with parental consent. Children will initially be offered six counselling sessions of 45 minutes duration. Thereafter if in the interest of the child a decision will be taken regarding any additional sessions. Upon commencement of counselling, the sessions will be offered on a weekly basis until the agreed conclusion date.

### **Confidentiality:**

Whilst every effort is made to uphold confidentiality, there is recognition that at times it may become necessary to share information for the purpose of ensuring the safety and protection of the child as well as other persons. There can be no absolute confidentiality regarding any work with children and young persons as their safety is paramount and has to take priority.

### **Child Protection:**

During the course of therapy should a child disclose or present with child protection concerns then this will be brought immediately to the attention of the designated Child Protection Officer within school along with a written report of the full circumstances, which will be held within school. The Counsellor has a responsibility along with a duty of care to take all reasonable steps necessary to ensure that the disclosure is dealt with appropriately and taken in the interest of the child's safety; in accordance with the Child Protection Act, BACP Code of Ethics and safety procedures as laid down by School

Policy regarding Child Protection Procedures.

### **3.3 Outside Agencies (Including Voluntary Agencies)**

We strive to further the strong links and good working relationships already established with outside agencies: the Educational Psychology Service, CAMHS, SALT Service, Social Services Departments, Occupational Therapy Service and Hearing Impairment Service amongst others.

### **3.4 Partnership with Parents and Carers**

To encourage a positive partnership with those who have legal responsibility for pupils we:

- acknowledge their expertise in their own child and that their role is crucial in the child's progress
- welcome and incorporate their views when assessing children's needs
- attempt to notify them as early as possible when there is any concern
- encourage their participation in provision when appropriate
- facilitate access to information for those parents/carers who have particular needs themselves.

Due to the Code of Practice it is imperative that parents/carers are fully involved in the process from putting a child on the SEND register to the child obtaining an EHCP. Meetings will be set up with the Class Teacher, TA, Inclusion Manager and any other agency to fully inform the parent/carer of the stages and progress. When a child is able to, they should also be involved at the outset by obtaining their views. However, this will be judged by each case.

Due to the current climate, all meetings with parents will be conducted either virtually or by telephone. As the Pandemic situation has continued, the school has put forward additional support practices to highlight and monitor pupil's wellbeing. By offering additional play therapy, counselling and social skills sessions. Implementing additional PSHE with regards to wellbeing and emotional health to liaising with NSPCC conducting virtual assemblies and programmes to support pupils.

### **3.5 Pupil Involvement**

We recognise the importance of acknowledging the pupil's views and these will be sought when considering provision for their needs. The school has implemented documentations where the child's view is taken into consideration prior to any meetings. Time reviewing the child's view are conducted at the beginning of meetings to ensure that the child's input is presented.

### **3.6 Governors**

The governing body has important statutory duties towards pupils with SEN & Disabilities. They should;

- Read and agree school policy on SEN and Disability
- Ensure appropriate staff and funding arrangements meet the needs of all pupils including those with SEN and Disabilities.
- Ensure the Code of practice is fulfilled when carrying out duties towards any pupils.

- Appoint a member of the governing body to be responsible for SEN and Disability, meeting with the Inclusion Manager and Head teacher to monitor provision.

### **3.7 Secondary schools**

Parents with SEND children in Year 5, receive advice on how to choose a secondary school through reviews, SEN Support Plan meetings or informal discussions. Also, support to apply for secondary schools for other children whilst in the beginning of Year 6 is offered in school. Year 6 parents receive correspondence to attend support sessions early in October.

Beulah Junior School has developed closer links with secondary school near to the school. Organising transition meetings and wherever possible inviting secondary schools to a SEND child's last review.

An additional programme has been introduced with Palace for Life Foundation, due to the challenges pupils have/are facing during this Covid-19 Pandemic period. The programme runs for 3 terms supporting pupils to transition to secondary school.

### **3.8 Croydon Local Offer**

Croydon council has provided local offer: <https://localoffer.croydon.gov.uk>

This policy will be reviewed and updated on a regular basis, in the light of current practice.