



**CATALYST**  
ACADEMIES TRUST



# SEND POLICY

**Approved by:** Local Governing Body

**Reviewed:** July 2025

Central to everything we do at Benyon Primary School is our Mission Statement:

*We believe that all teachers are responsible for the learning of children with special educational needs. In order to help our children reach their full potential, we aim to identify and overcome 'barriers to learning'. This is achieved through careful planning, targeted resources, varied teaching styles and a stimulated learning environment. Our guiding principle is that of inclusion and a belief, underpinned by our school core values, that all pupils are valued and equal.*

All pupils are entitled to access the full school curriculum and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual pupil's Statement of Special Educational Need or EHC Plan (Education and Health Care Plan)

### **Statement of Intent**

This document is a statement of the aims, principles and strategies for identifying and supporting pupils with Special Educational Needs at Benyon Primary School. It takes into account the principles and procedures outlined in the DfE 'Special Educational Needs, Code of Practice' (2014); this being the most recent government guidance on the identification and assessment of special educational needs.

### **Definition (SEN Code of Practice 2014)**

The term SEN refers to a Special Educational Need. A child has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.

We recognise there is a wide spectrum of needs that can be inter-related. Children will have needs and requirements, which fall into one or more of the four broad categories of SEN:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

*Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.*

Children have a learning difficulty if he or she at compulsory school age:

- Has a significantly greater difficulty in learning than the majority of children of the same age

- Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the local education authority

Where a child or young person has a disability or health condition, which requires special educational provision to be made, they will be covered by the special educational needs definition.

## **Aims**

- To ensure that all pupils have access to a broad, balanced and relevant education based upon the principles of the Early Years Foundation Stage Curriculum and the National Curriculum.
- To give access and, where necessary, modify/differentiate/extend the curriculum.
- To implement a 'waves of provision model' to ensure the needs of all pupils are met and outcomes achieved.
- To support every child's 'wider well-being' by ensuring consideration is given to the social, moral, spiritual and cultural needs of each pupil, as well as each child's mental well-being.
- To identify and assess pupils with additional needs as early as possible to remove barriers to learning.
- To recognise the role which parents have to play in supporting their child's education; to communicate and work in partnership with parents/carers by providing information and enabling full participation in the process of their child's education.
- To take into account the views of the child, and involve them fully in their learning.
- To achieve high standards of provision for all children with Special Educational Needs, and to fully develop every child's potential.
- To have high expectations of children with inclusion needs to support maximum progress being made for each individual, including working in partnership with advice from outside agencies.
- To widen opportunities for pupils with inclusion needs, enabling them to move on from Benyon Primary School well equipped to meet the demands of secondary school, life and learning into adulthood.
- To monitor, evaluate and review needs termly.

## **Provision for children with Special Educational Needs**

Benyon Primary School is an inclusive school that works very hard to remove barriers to learning and enable full participation within the school community for all pupils. This is an existing fundamental principle of the ethos of the school. Furthermore, the school operates a policy of equal opportunities, regardless of needs. All children are offered the same opportunity to access a broad and balanced curriculum, fully differentiated to meet his/her level of ability, also taking other areas of their lives into

account, i.e., ethnic minority, social circumstances etc. Every effort is made to ensure all children are integrated fully into school life.

The school employs a team of experienced and dedicated Teaching Assistants (TAs), Nursery Nurses and Higher Level Teaching Assistants (HLTAs) who work with whole classes, small groups, pairs or children on a 1:1 basis to support their learning. They have access to a variety of additional teaching resources and training, as well as colleagues, including the Special Educational Needs Co-ordinator (SENCO), who offer advice.

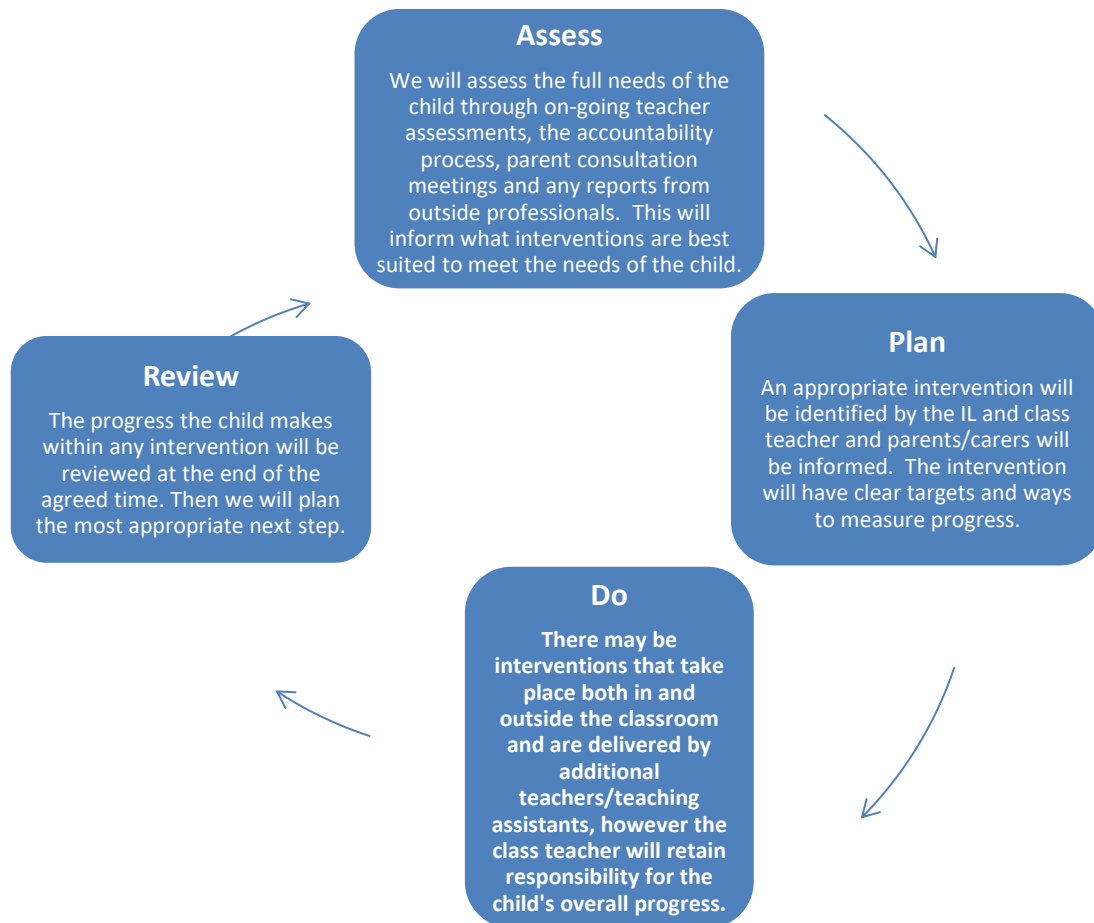
Support staff, as part of the whole school performance management process, will be held accountable for the progress of the children they work with, by the class teacher and senior leadership team. A programme of monitoring and evaluation will support this expectation e.g. formal observations, drop-in sessions, learning walks to monitor active support in the classroom, etc.

We recognise the significance of behavioural, emotional and social difficulties for our pupils and strive to provide pastoral support along with implementing a clear behaviour policy. All staff receive training and guidance in supporting the emotional wellbeing and mental health needs of pupils.

Each class has a Special Educational Needs file for use by the class teacher, TAs and SENCO. It contains termly provision maps for the year group, list of pupils on the SEN Register, copies of pupil plans and relevant information/documentation and support strategies. Also, each class has an Intervention Folder where evidence and outcomes are recorded.

### **A Graduated Approach to SEN Support**

The SEN Code of Practice (2014) describes a 'graduated response' (Assess, Plan, Do, Review) to identifying and removing barriers to learning in order to put effective special education provision in place:



Benyon Primary School will have regard to the Special Educational Needs Code of Practice when carrying out its duties toward all pupils with special educational needs, ensuring that parents/carers are fully involved with the SEN provision that is being made for their child in school.

Partnership with parents/carers plays a key role in enabling children with SEN to achieve their full potential. Benyon Primary School recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

We recognise factors that can affect achievement include ability, emotional well-being, age and maturity. We therefore know that many pupils will have additional needs at some time during their school life. We believe that pupils will be best helped to overcome their difficulties by parents/carers, teachers and pupils working together.

### **Identification and assessment of special needs provision**

Close liaison and planning with other schools, and the families, when children transfer, ensures that previous levels of provision and safeguarding can be maintained.

Benyon Primary School recognises that **early identification** and assessment of SEN is **vital**. The identification process takes into account one, or as many as appropriate, of the following areas:

- Awareness of prior setting, parental and outside agency concerns before pupils start the school.
- Baseline on-entry assessments and a continuous cycle of assessment, monitoring and tracking of attainment and progress
- Staff or parent observations
- Observations from outside agencies

The preceding areas will be taken into consideration in relation to the following:

- Short term memory concerns and/or retention of information
- Moderate or specific learning difficulties such as Dyslexia
- Poor concentration including features of ADHD, ADD
- Communication difficulties (speech, receptive or expressive vocabulary maturity, autism spectrum disorder etc.)
- Hearing or visual difficulties
- Medical needs identified, e.g. cystic fibrosis, heart conditions, cerebral palsy, etc.
- Sensory or physical difficulties as well as developmental delay of gross motor skills
- Inappropriate or disruptive behaviour
- Children who are severely withdrawn
- Social or emotional difficulties
- Any other relevant issue

### **Range of Provision**

Examples of targeted provision delivered by the school are detailed below:

- Full time education in class with additional help and support from the class teacher through a differentiated curriculum and resources
- Additional in-class support from a teaching assistant
- Group and 1-1 withdrawal by a teaching assistant
- Assessment and support from external agencies e.g. Educational Psychologist, Physiotherapist, Occupational Therapist, etc.
- Support from the SENCO
- **SEN Hub Provision:** The SEN Hub offers a dedicated, calm, and less crowded environment designed to support pupils with high levels of need. Access to the Hub is timetabled to ensure structured and purposeful use, allowing children to engage in targeted interventions tailored to their individual learning and emotional needs. This provision promotes a sense of safety and routine, enabling pupils to thrive through personalised support in a setting that reduces sensory overload and fosters positive engagement.

All provision is based fully on the child's needs and in line with assessment for learning.

### **Involving parents/carers**

One of the fundamental principles of the Code of Practice, is that parents are fully informed of their child's attainment and progress in relation to age related expectation (ARE), as well as their individual targets, levels of additional support and how their needs are met within school, and how they can be supported at home. If a pupil has an Education Health and Care Plan (EHCP), their views will form a major part of the Annual Review process.

### **Involving the child**

The views of the pupil are also sought as part of the termly review process via discussion related to their outcomes on their Individual SEN Provision Map, but also consistently during the term as part of the evidence towards progress.

### **Inclusion**

Our SEND (Special Educational Needs and Disability) Policy reinforces the need for teaching that is fully inclusive and incorporates the following:

1. Suitable learning objectives
2. Variety of styles to respond to pupils' diverse needs
3. Access arrangements to overcome potential barriers to learning.

The Governing Body will ensure that appropriate provision will be made for all pupils with additional needs/SEND.

### **English as an Additional Language (EAL)**

Teachers will closely follow the progress of pupils whose first language is not English, in line with Thurrock guidance. Care will be taken to ascertain whether any problems arise from uncertain command of English or from Special Educational Needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required. EAL children may receive intervention at Wave 2 or 3 of our provision map to focus on identified language and vocabulary difficulties.

### **Monitoring SEN Support**

If a pupil has not previously been identified as requiring additional support, the class teacher will discuss their concerns with the SENCO who will identify the best way forward. Parents will be informed of concerns. Additional support may be put into place and recorded on the Provision Map and their progress monitored. If progress is made, then intervention will no longer be required (if used) and monitoring can cease. However, if the intervention or classroom practice has not enabled the pupil to move forward in his/her learning at a satisfactory pace, next steps will be discussed at a meeting with the parents/carers and the SENCO (monitoring will also be used prior to removal from the SEN Support Register)

If a pupil continues to make limited progress, despite class-based interventions, differentiated tasks, etc., the next step is to place them on the school's SEN Support Register. The class teacher arranges a meeting with the parent/carer and the SENCO to discuss the child and discuss learning outcomes, which will be recorded on the child's Individual SEN Provision Map and reviewed termly.

## **Managing children on the SEN Support Register**

At Benyon Primary School, we monitor children prior to including them on the SEN Support Register. By closely monitoring children who have been identified as requiring additional support by class teachers, a decision can then be made as to whether the early intervention has been successful, or whether the pupil needs to be on the SEN Support Register. Staff communicate with parents/carers as to what action will be taken by the school, and their views are essential to this process and the success of the outcomes. Once a pupil is moved to the SEN Support Register, an Individual SEN Provision plan is put in place. These documents are forwarded to a pupil's new school in the event of moving or transition.

The SENCO collates assessment data from termly assessments and end of Key Stage statutory assessments. This data is then shown across three curriculum areas: reading, writing and maths. It is further split into the different levels of support. Results are closely monitored and any concerns are immediately raised with the class teacher. School data is shared with colleagues, Headteacher, governors, English/Maths leaders and TAs/HLTAs.

When a child is placed on the SEN Support Register it could be for any of the following reasons:

- Making little or no progress even when teaching approaches are targeted in a child's area of weakness (es).
- Continuing to make little or no progress in specific areas after being closely monitored over a period of time.
- Is working at levels/stages that are substantially below that expected of children of a similar age.
- Continues to have difficulty in developing and progressing with English and Mathematics skills, resulting in poor attainment in other curriculum areas.
- Presents persistent emotional or behavioural difficulties, which substantially and regularly interfere with the child's own learning or that of the class or group, despite having a Pastoral Support Plan
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment or regular advice or visits by a specialist service.
- Has communication and/or interaction difficulties, which continue to impede the development of social relationships and cause substantial barriers to learning, resulting in little or no progress despite the provision of a differentiated curriculum.

Pupils may need additional support within the classroom from the teacher and TA or specific planned differentiation. Individual or small group sessions with a TA working on specific targets may also take place.

Reviews are held termly. The views of the parent/carer and child form an important part of the review process. If a child is making steady progress they will remain on the SEN Support Register until they no longer require school based interventions. They

will continue to be monitored before removal is considered to ensure consistent improvement. Considered removal will be discussed with the parent/carer and the SENCO.

If a pupil continues to make limited progress and specific needs are coming to the fore, despite individual SEN provisions having been in place, then it may well be appropriate to contact other professionals or outside agencies to seek further advice. The advice and/or recommendations suggested should have a direct impact on the child's learning. The decision to seek further professional advice is made in collaboration with the parent/carer, class teacher and SENCO.

External services may be asked to provide further assessments and advice and possibly work directly with the pupil. A Common Assessment Framework Form (CAF) may be completed when seeking involvement of some external services. Parental consent will be sought for any additional information required and parents will be fully involved with the completion of the CAF.

### **Provision Mapping**

The SENCO advises each class teacher of the pupils within each class who have additional needs and the level of support they are placed at. Class teachers also advise the SENCO of any pupil they are concerned about and a decision is made as to which interventions are needed to support their learning.

An Individual SEN Provision Map is produced showing what support will be provided for pupils relevant to the level of support required. The SENCO ensures that the interventions match the needs of each pupil on the Provision Map. This information is then transferred onto a whole school Provision Map. Each pupil who is on the SEN Support Register is also correctly recorded on the school SIMS system as this information is used for Census purposes.

### **Reviews**

Class teachers will usually conduct reviews. The SENCO/TAs may attend at the request of the teacher or parent. Prior to review meetings teachers, TAs and SENCO may meet together to discuss and plan the next step for pupils with additional needs. At the review the views of the parent/carer, child and school will be noted along with the next steps for the pupil. Parents/carers will be given a copy of the review paperwork and the originals are kept on file. A copy will also be retained in the class SEN file.

If parents do not attend a review they will be offered another appointment as appropriate. Appointments can take place in person or virtually. If they do not respond, the paperwork will be completed and sent home to them. It will be recorded that they did not attend/ contribute to the revised plan.

### **Ongoing support**

In the unlikely event that a pupil continues to make very limited progress, despite the above intervention, advice can be sought from an Educational Psychologist (Ed Psych),

other specialised support agencies or further advice from agencies already involved may be requested. The SENCO will liaise with the Ed Psych or other agencies to arrange an assessment with the agreement of the parents/carers. The outcome of the assessment is discussed with the parents/carers and how the pupil can be supported further. This happens as soon after the assessment as possible. For many children this will not necessarily mean that they will require the support of an Education Health Care Plan. In many cases the Ed Psych or other agencies offer advice to the school and parents, as well as where to access further advice, and children remain supported on the SEN Support Register.

Pupils are not expected to make the same progress as they learn at varying rates and it is expected that some pupils will no longer be on the SEN Support Register and will access the curriculum through First Quality Teaching in the classroom. In exceptional cases, an Education Health and Care Plan may no longer be required, although the pupil will continue to be monitored.

External support services are not necessarily involved with every pupil on the SEN Support Register, but their involvement must have a significant impact on the child's learning otherwise it may be necessary to request an Education Health and Care Plan. Reviews are held termly and the views of the pupil and parent/carer are expressed. For many of the pupils placed on the SEN Support Register, additional support, planned interventions, differentiated resources and teaching strategies enable them to make steady progress.

### **Request for a Statutory Assessment and subsequent Education Health and Care Plan (EHC Plan)**

In the event that a pupil's needs are considered as 'persistent and significant', it may be recommended that an EHC Plan is requested. The SENCO will collate reports from other agencies and evidence progress and attainment over a period of time, which will then be passed to the Local Authority for a decision about whether the process for an EHC Plan will continue.

If a request is agreed, then statutory assessment is begun. The SENCO in collaboration with the parent/carer and class teacher begins the process for the EHC Plan. If a request is not agreed by the Local Authority, a pupil remains on the SEN Support Register. If the assessment shows that a child's needs meet the criteria for an EHC Plan this is then initiated taking into consideration all the advice from the professionals involved. The EHC Plan would include specific objectives in relation to the child's needs, the roles and responsibilities of those involved, where the child's provision will be met and may include additional funding to supply additional resources e.g. hours of additional adult support.

Once the EHC Plan has been finalised the SENCO will meet with the class teacher to discuss how the objectives within the EHC Plan will be met within the school. The outcomes on the EHC Plan also support the child's Individual SEN Provision Map.

Funding for EHC plans comes from both the school budget and from Local Authority funding, depending on the amount of funding a child receives.

### **Annual Reviews for pupils with an EHC Plan**

The Local Authority notifies the SENCO when an Annual Review must be arranged and completed. The SENCO arranges the meeting, requesting reports from other professionals and inviting the Local Authority. Following the Annual Review meeting the subsequent documentation is forwarded to the Local Authority and other professionals.

### **Links with other schools and agencies**

Other schools - The SENCO liaises with colleagues from other schools, which children are transferring from or to, including the SENCo of secondary schools prior to transition. In the event of an EHC Plan being in place, the SENCO attends, or invites a SENCO from other schools to attend a transition meeting. This meeting may take place in person or virtually.

Other agencies - Before advice from outside agencies is sought, parents/carers are made aware of the school's decision. They are generally required to give written permission for an assessment to be undertaken. Agencies may include occupational therapy, speech and language therapy, physiotherapy, counselling, etc. In addition, services are also available from within the Local Authority provision, for example the Educational Psychology service.

### **The Local Offer/SEN Information Report**

The purpose of the Local Offer and SEN Information Report is to enable parents/carers and young people to see how SEND pupils are supported and what the school offers. It includes provision from birth to 25, across education, health and social care. Our SEN Information Report can be found on our school website.

### **Roles and Responsibilities**

Everyone in our school community has a positive and active part to play in our provision and in meeting the objectives of the SEND Policy.

Governors	There is a named governor with responsibility for SEND. Governors have statutory duties to pupils with SEND including securing appropriate resources and establishing and reviewing the SEND policy.
Staff	Every member of staff is directly responsible for meeting the needs of all pupils through First Quality Teaching, by working in partnership with pupils, parents/carers, colleagues and outside agencies.
Pupils	Pupil's views are expressed, listened and sought regularly throughout the school day
Parents	Parents/carers are informed about their child's outcomes and the provision made. Their expressed views and contribution in helping their

child to achieve the outcomes are listened to carefully. It is vital they feel fully involved as partners in the education process.

### **Role of the SENCO**

The SENCO is a qualified teacher and who has achieved the National Award in Special Educational Needs Co-ordination. The SENCO works with the Headteacher and the governing body, in determining the strategic development of SEND policy and ensuring that the provision in school is effective. The SENCO has day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC Plans. Part of the role is to provide professional guidance to colleagues and work closely with staff, parents/carers and other agencies. The SENCO is aware of the provision in the Local Offer and is able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The key responsibilities of the SENCO as described in the Code of Practice are as follows:

- Ensures that the register of children with Special Educational Needs, and associated records, are in place and updated regularly.
- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advises and liaises with teaching staff in the identification, provision, assessment and monitoring of the progress of pupils with special needs.
- Liaises with parents/carers of pupils with SEN and arranges regular review meetings
- Liaises with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Is a key point of contact for external agencies, especially the Local Authority and its support services
- Liaises with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Attends relevant local or national meetings and training sessions to further professional development
- Identifies staff training needs to develop knowledge, skills and a greater awareness of SEN areas.
- Line manages the teaching support staff

### **Admissions**

Admission arrangements are the same for all pupils. No child is refused admission on the grounds of Special Educational Needs.

**Other associated policies:**

- Assessment Policy
- Teaching and Learning Policy
- Health and Safety Policy
- Equality Policy
- Curriculum Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Accessibility Plan
- Anti-Bullying Policy
- Complaints Policy
- PSHE Policy
- SEN Information Report