


Special Educational Needs and Disability Policy	
Responsible Post	SENCO
Responsible Committee	FGB
Review Schedule	Annual
Policy reviewed on	26 th November 2025
Policy to be reviewed	November 2026
Changed	Yes



INTRODUCTION

At Beaulieu Primary School we endeavour to meet the academic, social and physical needs of each and every child in our care by being a fully inclusive school. We believe that all staff are teachers of children with special educational needs and disabilities. Through high quality inclusive teaching and an engaging curriculum, we enable all children to become successful throughout their learning journey with us and beyond. However, there may be occasions when your child may need additional support in order for them to achieve their full potential and it is our duty to ensure we meet their needs at the earliest possible moment.

The SENCo at Beaulieu Primary is Charlotte Stroud. Currently the acting SENCO is Caroline Cunningham until 02.12.25. You can contact the SENCo by telephoning the school to make an appointment or by emailing adminoffice@beaulieu.hants.sch.uk.

The SEN Information Report is available on the school website.

DEFINITION:

The Code of Practice (updated January 2015) contains the following definitions

'Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.'

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have 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 area of the local education authority
- c) are under compulsory school age and fall within the definitions at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special education provision means:

- a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area
- b) for a child under 2, educational provision of any kind.

AIMS:

At Beaulieu Primary Village Primary School, all children are valued equally regardless of their abilities, aptitudes, interests and behaviour. Each child is entitled to a broad and balanced curriculum that demonstrates progression and coherence.

To achieve these goals, Beaulieu Village Primary School aims to;

- Raise and maintain the self-esteem of children, valued as individuals within the family of the school.
- Provide appropriate, stimulating and unique experiences to challenge and support differentiated learning in line with the National Curriculum.
- Help the children to develop a sense of responsibility for their own learning and behaviour.
- Encourage good manners, kindness and respect towards other people and a tolerance of their cultures and beliefs.
- Nurture the innate curiosity of children, their sensitivity, creativity and sense of fun.
- Value parental contributions in supporting and promoting their child's development and learning.
- Work collaboratively with outside agencies to ensure a clear partnership.

OBJECTIVES:

- To identify as early as possible, individual children's special needs.
- To ensure all children experience a broad, balanced, relevant and differentiated curriculum.
- To ensure appropriate resources are available to support the needs of the children.
- To ensure staff feel confident to meet the needs of the children through appropriate training and adequate provision of resources.
- To ensure that all children, staff, governors and parents are aware of special needs provision within the school.
- To integrate as fully as possible those children with any sort of special need.

ROLES AND RESPONSIBILITIES

The whole school community has a responsibility to work in partnership, to ensure high quality special education needs and disability (SEND) support, is tailored to the needs of identified children.

GOVERNING BODY:

The governors have the statutory duty to regard the Code of Practice when carrying out their duties towards all children with SEND. They must;

- With the head teacher, decide the schools general policy and set up appropriate staffing and funding arrangements.
- Monitor provision and produce an annual report. This must state the number of children with special educational needs.
- Report to parents on the implementation of this policy
- Do their best to ensure the necessary provision is made for any child who has SEND.
- Ensure that, where the 'responsible person' - the head teacher or the appropriate governor, has been informed by the LEAs that a child has SEND, those needs are made known to all who are likely to teach them.
- Establish procedures to ensure that they are fully informed about SEND procedures and reviews.

SEND GOVERNOR:

The Code of Practice states that most Governing bodies appoint a governor to have specific oversight into the schools arrangements and provision. At Beaulieu Primary it is the link Governors responsibility to;

- Talk to the SEND coordinator and other staff about the implementation of the SEND policy.
- Visit the school.
- Gather information on the number of children on the SEND register, the range of needs and specialist provision.
- Be familiar with the resources and facilities available for children with special needs.
- Keep up to date with new regulations and best practice.

The SEND Governor for Beaulieu Primary School is Joy Forrest.

HEAD TEACHER:

The Head teacher has responsibility for the overall management of provision for children with SEND.

SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCo)

The SENCo has the responsibility to follow the Code of Practice and use the guidance from HCC to;

- Ensure liaison with parents and other professionals in respect of children with SEND.
- Advise and support other practitioners in the setting.
- Ensure appropriate procedures are carried out in school.
- Ensure that personalised plans are in place to support children with specific needs.
- Take the lead in further assessments of individual children's strengths and areas for development.
- Plan future support for individuals alongside colleagues.
- Monitor and review pupil progress.
- Monitor and review the SEND provision in school.
- Monitor and review SEND interventions used in school.

- Ensure that the SEND team are co-ordinated, used effectively, monitored, evaluated and reviewed.
- Ensure appropriate records are kept, maintained and reviewed.
- Ensure that colleagues are kept up to date with initiatives and appropriate SEN training.
- Liaise with other schools regarding individuals.
- Keep up to date with developments in special educational needs.
- Report to the Headteacher and SEND Governor about SEND practice across the school.
- Report to the Governing Body regarding major developments in SEND

CLASS TEACHERS:

Class teachers have the responsibility to implement the SEND policy. This includes;

- Initial responsibility for identification of children with special educational needs.
- Responsibility for writing and implementing personalised plans, supported by the SENCo where necessary.
- Scaffolding planning to meet the pupils' learning needs using a 'graduated approach' (a continuous cycle of 'assess, plan, do and review'). ~~and targets.~~
- Using a variety of teaching methods and resources to ensure that classroom practices involve reasonable adjustments to meet the needs of all learners and designed to develop independence over time.
- Setting up classroom environments and practices that are inclusive and in line with the guidance from the Hampshire document Ordinarily Available Provision
- Monitoring progress alongside LSAs and SENCo.
- Reporting and sharing individual plans and targets with parents during parent consultations.
- Managing any additional adults in the classroom to enable all children to access high-quality teaching from the class teacher.
- Arranging meetings to discuss issues with parents.
- Working with outside agencies as part of the local area partnership's strategy to improve the experiences of and outcomes for children with SEND (see Outside Agencies below)
- Reporting parental concerns regarding their child's educational needs to the SENCo.

LSA:

All learning support assistants have the responsibility to implement the SEN policy. This includes;

- Following differentiated planning as directed by the class teacher.
- Supporting the class teacher with on-going assessments and monitoring of targets.
- Assisting in the development of interventions.
- Giving regular feedback to the class teacher about the children they support.
- Establishing supportive relationships with children.
- Developing methods of promoting and reinforcing self-esteem.
- Encouraging independence in children.
- Clarifying and explaining instructions.
- Ensuring children are able to use the equipment and materials provided.

ELSA

On occasion, factors beyond anyone's control can contribute to a child needing specific support, such as illness or difficulties at home. In these cases, individuals may be referred to work with the school's ELSA (Emotional Literacy Support Assistant) with the support and consent from the child's parents. The school's ELSA will work closely with the child's teaching staff and the SENCo to ensure suitable outcomes are identified and progress is closely monitored. Generally, a child will work alongside the school's ELSA for a period of agreed time (usually 6 weeks) and then given the opportunity to apply the skills and strategies they have been taught in the classroom before they begin any additional work with the school's ELSA.

THE CHILD:

The child's 'voice' is a key part of building relationships and ensuring that they take on responsibility for their own learning and behaviour. The child's views are sought throughout the process of identifying targets and monitoring their progress. It is their responsibility to:

- Take part in teacher pupil interviews considering their strengths and areas that they would like support with.
- Self-evaluate their own progress throughout the support they receive.

PARENT PARTNERSHIP:

Parents at Beaulieu School are viewed as partners in their child's education and are therefore kept fully informed about the progress of their child and encouraged to contribute towards their child's education.

This may be through the following:-

- Discussions with the class teacher
- Attending parent consultations with their child
- Discussions and attendance at meetings with outside agencies, where appropriate.
- Supporting school curriculum visits
- Becoming a Parent Representative
- Membership of Friends of Beaulieu School (FOBS, fundraising)
- Discussions with the SENCo
- The SENCo initiates additional meetings/reviews to take place where appropriate or where there may be a concern over the pupil's progress.
- The SENCo meets with parents when a request for formal assessment (Education, Health and Care plan) has been made for action planning and support with completing any documentation if required.
- Parents who have a child with an Education, Health and Care plan will also be invited to an Annual Review meeting.

If concerns are expressed by parents to class teachers, they are investigated and class teachers report back to parents within an agreed time period.

OUTSIDE AGENCIES:

All staff at Beaulieu Primary School ensure confidentiality for the child and the family. At times it may be necessary to consult with outside agencies to access more specialised expertise in order to provide the most appropriate provision for the child with SEND.

The agencies used by our school are:

- Educational Psychologist (EP)
- Child and Adolescent Mental Health Services (CAHMS)
- Children's Therapy Team (Occupational Therapist/Speech and Language)
- Specialist Teacher Advisors for hearing impairment or visual impairment
- Ethnic Minority & Traveller Achievement Service (EMTAS)
- Primary Behaviour Support Team (Clifford Centre)
- Outreach support from Forest Park Special School
- Social Services
- School nurse team

PROCEDURES

IDENTIFICATION:

A range of identification strategies are used throughout the academic year to ensure that children with Special Educational Needs are identified as soon as possible. We use a range of assessments in school to monitor achievement and progress.

- We monitor children's progress over time with regular pupil progress meetings.
- Formal testing takes place throughout the year. This includes;
 - NFER Reading test
 - NFER Maths test
 - Single Word Spelling Test (where appropriate)
- Test results are collated and analysed and given to subject leaders. Results are used as an indicator for children requiring support.
- Children's progress is tracked continuously and children who are making slow progress are identified and assessed further.
- Class teachers are asked to consider any child who, after intervention, may still need further assessment. This may involve the school's link educational psychologist.
- Class teachers are also asked to consider other areas when considering the needs of a child. These may include;
 - Responses to general class work and homework
 - Observation of class behaviour – informally or using a checklist
 - Talking to parents about health, routines, perceptions of the child etc.

Teachers who have concerns about a child's learning or who identify a child as having special educational needs inform the Special Educational Needs Co-ordinator (SENCo) as early as possible.

PROVISION:

In planning and teaching, teachers and subject managers set suitable targets, respond to pupils' diverse learning needs and overcome potential barriers to learning for both individuals and groups of children. The SENCo monitors the curriculum provided for children with SEN and supports class teachers and LSAs with their planning if requested.

Learning is always made explicit but activities may be adapted or planned separately as appropriate for individual needs.

There may be times when a flexible approach to the curriculum is needed and teachers or LSAs teach children in groups or individuals in order to meet targets.

Every child has equal access to extracurricular activities and school trips. Sometimes it is necessary for additional adult support to be provided in order for children to gain the most from the activities on offer. This could be in the form of the child's parent/carer.

Risk assessments are always carried out prior to any off-site activity such as day or residential trips. These risk assessments include a focus on any child with additional needs.

Strong links with parents/carers is essential. Parents are encouraged to approach their class teacher if they have any concerns, or questions regarding off-site activities.

Safety of the child is of the utmost importance at all times. Please see our Child Protection Policy for more detail.

TRANSITION

Many strategies are in place to support a smooth transition into our school, to new classes or to transfer to a new one.

- A comprehensive Induction Programme for new Early Years Foundation Stage (EYFS) children including visits to the school, home and liaison with pre-schools. A Transition Partnership Agreement (TPA) will be used for some children to further support transition from Early Years Settings.
- Discussions occur between the previous and receiving settings prior to the child joining or leaving.
- Additional transition visits are arranged for those children transferring to local junior/primary schools that need support in their new school.
- The school SENCo will liaise with the SENCos from the receiving schools and pass on information regarding children with SEND.
- Social Stories are written for children if transition is potentially going to be difficult.
- If a child has complex needs, then an Inclusion Partnership Agreement (IPA) or Transfer Review will be used as a transition meeting during which we will invite staff from both settings to attend.

STAGES OF PROVISION:

Stage 1 (Universal Support)

The Class teacher identifies a possible concern. Class teachers will plan and scaffold lessons accordingly.

If a child has more specific difficulties such as spelling, numeracy or literacy skills then children will be placed in a small focus group or a 1-1 session working with the class teacher or LSA.

Stage 2 (Targeted Support)

This means that the child requires additional or different support from the normal support received in the classroom. This child is likely to follow additional intervention programmes or support from an LSA and/or teacher.

Stage 3 (SEND Support)

This means the child receives the additional intervention they require in school supported by advice from external agencies. Personalised plans (IEPs) are created to reflect the needs and support required from external specialists. The child will also be added to the SEND register. Review of personalised plans are also agreed with parents.

STATUTORY ASSESSMENT:

The school can request extra funding from the LA to provide additional support for pupils with SEND. This funding can be used to provide the child with highly bespoke intervention and support from school staff at times identified throughout the day.

The school can request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention and one to one support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency.

When making a referral for statutory assessment the school will state clearly the reasons for referral and submit the following records;

- The recorded views of the parents
- Evidence of health checks and relevant medical history.
- Where appropriate, evidence relating to social services involvement
- Personalised plans indicating the approaches taken and progress made
- Evidence of involvement with outside agencies.
- Views of the child (where possible)

EDUCATION, HEALTH AND CARE PLANS (EHC)

An EHC plan will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHC plan. An EHC plan will include details of targets for the child to achieve.

EHC plans must be reviewed annually with parents/carers, school staff and any professionals involved with the child.

The aim of the review will be to:

- Assess the child's progress in relation to the objectives on the EHC.
- Review the provision made to meet the child's need as identified in the EHC.
- Consider the appropriateness of the existing EHCP in relation to the child's performance during the year, and whether to cease, continue, or amend it.
- If appropriate to set new objectives for the coming year.

REVIEWING PROVISION:

To ensure provision is effective it is constantly reviewed. This is done through:

- The individual assessment of the child – Are they making progress?
- The SENCo monitoring intervention sessions alongside LSAs
- Regular meetings with LSAs to discuss the intervention and the individual child's needs.
- Meeting with class teachers to consider the impact of learning on the individual.
- SENCo tracking of provision.
- SENCo tracking of children and progress alongside the Head teacher.

RESOURCES:

The SENCo contributes to the school improvement plan on an annual basis, including the level of resourcing required. If appropriate, resources are purchased and accessed for children after specialist advice from outside agencies has been sought. Support strategies may also be suggested by outside agencies to support a child's special educational need.

Where appropriate, identified resources, intervention programmes and support strategies are used within whole class teaching and delivered by the class teacher. There may be times where it is necessary for resources, intervention programmes or support strategies to be delivered as part of a small group or on a 1:1 basis. Where possible, LSAs will take on the responsibility of delivering these specialist small group/1:1 interventions under the close guidance of the SENCo. LSAs using intervention programmes are given time to make the necessary resources ready for sessions. The progress of children accessing specific interventions and small group work is monitored closely and regularly reviewed with the LSA and SENCo.

STAFF TRAINING:

The SENCo reports back on any new initiatives and current training. This may take the form of a staff meeting or INSET training if it is deemed necessary. The internal training may take place with the whole staff or individual staff.

Where possible, staff attend relevant training courses. These are linked to performance management targets.

The school also ensures links with similar schools through the use of support groups including the SENCo support group and the ELSA Support Group for the ELSA.

INCLUSIVE PRACTICE:

At Beaulieu Primary school we actively promote an inclusive practice. We believe that an inclusive classroom is one where all children are accessing an appropriate curriculum and achieving regardless of any additional needs. To ensure the needs of all children are met, class teachers use a range of teaching techniques and styles. They consider the resources being used and differentiate them accordingly. They enable individual learning needs to be met while creating a learning environment which challenges, inspires and allows all children to enjoy and achieve to their potential. Class teachers will think carefully about how to deploy additional adult support, ensuring that children are supported to ensure they achieve success but are also provided with opportunities to work independently.

All children are encouraged to actively participate in enrichment activities on and off site and provision will be made for children who may need support to access these activities.

The school has a duty of care to ensure that children with Special Educational Needs are not treated less favourably and reasonable adjustment steps are taken to ensure no student is disadvantaged.

ADMISSION ARRANGEMENTS

In consultation with the Local Authority, we will admit and make provision for any child with a disability providing that the placement is appropriate to the child's age, ability, aptitude and special educational needs, whilst also compatible with the interests of the other children already in the school and with the efficient use of the Local Authority's resources.

COMPLAINTS PROCEDURE:

Parents who have a complaint/concern should initially make an appointment to see the class teacher. If the parent wishes they may also make an appointment with the SENCo.

Should parents or children be dissatisfied with the support provided they can discuss their concerns directly with the Headteacher. If for whatever reason this does not resolve the issue, they may make a formal complaint via the school's complaints procedure.

EVALUATING THE SPECIAL EDUCATIONAL NEEDS POLICY:

At Beaulieu, successful implementation of this SEND policy will ensure:

- Early identification of children with special educational needs
- Appropriate support for any child with a special educational need
- That children with SEND are included in all areas of school life
- That some children with SEND will make sufficient progress and can be removed from the SEND register
- That children with significant SEND will receive appropriate support from the LEA and other outside agencies
- That there is support and information for the parents of children with SEND
- That the tracking and assessment procedures are used effectively to monitor and measure the progress of SEND children.

RESPONSIBILITIES OF THE HEADTEACHER

For ensuring that the legal requirements are met and that time and resources are available, enabling the implementation of this policy.