



1 Introduction

1.1 Rationale

Special Educational Needs and Disability is defined as:

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a **significantly greater** difficulty in learning than the majority of others
- Has a disability which prevents them from using mainstream educational facilities

Special Educational Need provision is that which is **additional to or different from** that made for other children.

As Stated in the New Code of Practice (2014) there are four broad categories of need:

- Communication and Interaction – this includes pupils with specific needs such as Autistic Spectrum Disorder
- Cognition and Learning – this includes specific learning difficulties such as Dyslexia
- Social, Mental and Emotional Health
- Sensory and/or physical

Whilst these areas of need are very broad, we also consider the needs of the whole child, which may also impact on a pupil's progress such as disability, attendance and punctuality, health and welfare, being in receipt of the Pupil Premium (PP), Under the provision of Children's Social Care or being a Looked After Child (LAC), being a child of a service woman/man.

“Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN”. (Code of Practice 2014)

Special educational provision means:

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 Local Authority, other than special schools, in the area.

When organising additional support it is very important that we provide children with Special Educational Needs with a broad and balanced curriculum with regular access to all subjects and areas of learning. We believe that pupils with Special Educational Needs should not be routinely segregated from their class teachers and peers but included as much as possible within their class.

We will ensure that Teachers and Teaching Assistants (TAs) are prepared for dealing with the challenges and complex difficulties posed by pupils with Special Educational Needs by providing structured training on a variety of Special Educational Needs issues. We believe teachers are responsible for pupils' learning and that teaching assistants will be used effectively to provide the necessary support for pupils with Special Educational Needs within the classroom.

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. We ensure the entitlement of all pupils to a broad and balanced curriculum. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND

The local offer outlining our SEND provision is fully documented on our school website. Birmingham Education Authority's local offer, which has a wealth of information about provision available in Birmingham, can be accessed through the following link: www.mycareinbirmingham.com

The school is responsible for allocating SEND resources to meet pupils' needs from their SEND Notational budget (up to £6000). For pupils with statements or EHCP, whose needs require more than the nominated amount, we can apply for TOP UP funding in order to meet their individual needs.

Resources (including staffing) are allocated on an individual needs basis. Children with SEND receive appropriate support depending on their need. In practice this could be through some 1-1 support, group support from a Teaching Assistant or a Learning Mentor or support from outside agencies such as Speech & Language therapists, Play therapist etc.

1.2 Aims

- To identify pupils with special educational needs as early as possible and that their needs are met.
- To have in place systems whereby teachers are aware of such pupils.
- To provide all our pupils with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- To be sympathetic to each pupil's needs by providing a strong partnership between children, parents, governors, Local Authority and outside agencies.
- To ensure all pupils make effective progress and realise their full potential.
- To ensure all pupils take a full and active part in school life.
- To work with other schools to share good practice in order to improve this policy.
- Treat all applications equally and we will not discriminate against pupils with special educational needs

2 Procedures and practice

2.1 Teaching and Learning

We will aim to provide Quality First Teaching for all children with a:

- a broad and balanced curriculum
- a curriculum which is differentiated to their needs

- a range of teaching strategies to meet their needs
- Individual Target Plans or SEN support plans which set a small number of targets, closely matched to the pupil's needs which are linked to the Language and Literacy Toolkit and the Maths Toolkit
- We will ensure where possible, provision is matched to need.

2.2 Planning

The school aims to provide a variety of provision by way of:

- Whole class teaching, in-class support either individually or in small groups with specialist teachers where possible and/or Teaching Assistants;
- withdrawal support either individually or in small groups with specialist teachers, Teaching Assistants, Learning Mentors or Play Therapist
- Providing pupils with differentiated activities to match the needs of the individual.
- Making adaptations to the classroom to suit the needs of individual pupils
- Providing additional classroom resources as necessary such as coloured overlays for visual difficulties, pencil grips for fine motor difficulties. Distraction screens / weighted lap mats, fiddle box, ear defenders etc.
- Reducing barriers to learning for example supporting parents to ensure good attendance.
- Making adaptations to the physical environment in order to assist accessibility and meet the needs of individuals

2.3 Organisation – Assess, Plan, Do, Review Cycle

Early Identification: We feel it is vital that pupils with special educational needs are identified at an early stage. Every teacher in this school is responsible for identifying pupils with special educational needs.

We will inform parents at the earliest opportunity of the school's concerns and that the appropriate special educational needs provision has been made for their child.

We will use the Language and Literacy Toolkit to identify the areas of need for Speaking and Listening, Reading and Writing and the Maths Toolkit for targets in maths.

At each stage we will follow a model using a Graduated Approach of Assess, Plan, Do and Review.

- No additional support – usual QFT strategies to be used to support pupil in making appropriate progress
- or
- ITP driven QFT (Universal Support) – class teacher develops Individual Target Plan for pupil and uses to inform planning and make learning in lessons more personalised. This ITP will inform appropriate Learning Objectives for the pupil which are stretching and relevant.

or

- ITP plus additional support (Targeted Support) – class teacher, SENCo, pupil and parents are involved in developing an Individual target plan to inform planning. In addition appropriate interventions and support strategies are identified for addressing the acquisition of specific skills. A formal review date is set.

or

- ITP plus enhanced support (Specialist Support) - class teacher with the SENCo, pupil and parents work together to identify to consider involving appropriate specialists, for example, health visitors, speech and language therapists, Portage workers, educational psychologists or specialist teachers. The identified group then work together to plan appropriate support for the pupil.

Individual Target Plan/additional targeted support - intervention can be triggered through concern that despite receiving **quality first/differentiated** teaching pupils:

- make little or no progress
- work at levels significantly below others of a similar age
- show persistent social, emotional or mental health difficulties
- have sensory or physical problems which hinders progress
- experience communication or interaction difficulties, which require an individual specific intervention in order to achieve access to learning
- show difficulty developing literacy or numeracy skills
- have sensory or physical problems, which continue despite the use of specialist equipment
- have communication and / or interaction problems, which continue despite curriculum differentiation

The SENCO will consider an appropriate approach such as:

- providing different materials or equipment
- using extra staff to work closely with the pupil
- more effective strategies via staff development or training
- group support
- devising interventions and monitoring their effectiveness by providing extra adult time
- Outside agency support staff for advice on strategies and equipment or staff training

The SENCO will: -

- consult with parents
- give advice and support the class teacher
- ensure an appropriate Individual Target Plan (ITP) or Special Educational Support Plan is in place which will record strategies for pupil progress by concentrating on three or four individual targets that closely match the pupil's needs
- ensure reviews take place termly or at least twice a year and will record the extent to which targets have been met

- ensure that new targets are set, new strategies are outlined and the provision made
- ensure relevant background information is in place

If at the reviews it is considered the pupil has not progressed and the attainment gap is not narrowing, then the SENCO will consider increasing intervention through **Individual Target Plan/enhanced specialist support**.

Individual Target Plan/enhanced specialist support.

Intervention can be triggered through concern that despite receiving differentiated teaching and additional support pupils: -

- have made little or no progress
- are working at National Curriculum expectations well below that expected of a child of a similar age
- still face difficulties in developing literacy and numeracy skills
- present persistent social, emotional or mental health difficulties
- have sensory or physical problems, which require additional specialist equipment and advice from specialists
- have communication or interaction problems which prevent the development of social relationships

Team around the Child Meeting is triggered when:

- a pupil who has continued to receive a high level of enhanced specialist support, where a range of interventions and specialist support are given but
- still makes little or no progress in specific areas over a long period of time.
- continues to work at National Curriculum levels considerably lower than expected for a pupil at a similar age, where the attainment gap continues to widen
- continues to experience difficulty in developing literacy/numeracy skills
- has social, emotional or mental health difficulties that impede their learning
- has sensory or physical needs that require additional specialist equipment, advice or visits from specialist teachers
- has communication or interaction difficulties that impede the development of social relationships, presenting barriers to learning

At this point, in consultation with parents and all agencies involved, a decision is made to continue with the enhanced level of support or request for assessment to the Local Authority is made.

A request for an Education, Health and Care Plan (EHCP) is made to the Special Educational Needs Assessment and Review service.

Education, Care and Health Plans (EHCP) will normally be provided where, after a Statutory Assessment, the LA considers the pupil 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 EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are matched to the longer-term objectives set in the EHCP. EHCPs will be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

The pupil's parent, the pupil if appropriate, the relevant teacher, a representative of the SEN Assessment and Review Team, the Educational Psychologist, any other person the SENCO or parent/carer considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP

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

At Key Stage Phase transitions Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENCO will complete the EHCP annual review forms and send it, with any supporting documentation to the LA.

The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN.

2.4 Assessment for Learning

Assessment: It is essential that all teachers in the school have the necessary observational skills to identify pupils with special educational needs at an early stage. Teacher observations, records from feeder schools and information from parents provide an overall picture of a child's problems and subsequent needs.

The school has also established a procedure for on-going diagnostic assessments and standardised tests which are carried out by outside agencies.

2.5 Monitoring and evaluation

Monitoring and Evaluation of SEND Provision will be through conducting Learning Walks, work scrutiny, Pupil and Parent Questionnaires and feedback during ITP and SEN support review meetings.

Annually evaluating the School Local Offer for SEND, involving both parents and pupils.

Impact of planned provision and interventions carried out by Teaching Assistants, Learning Mentors and Class Teachers

2.6 Homework/ Parent Partnership

We believe that a close partnership with **parents** will enable pupils to progress. Parents have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for the child.

Pupils with special educational needs will benefit from the school's close working relationship with the numerous **external support agencies**, which offer advice and support.

We feel that the provision for special educational needs in this school will benefit from the close links we have with **other schools** by the sharing of good practice and in making the transition between phases as smooth as possible for the pupils.

Parents will have opportunities to:

- Termly parents' evenings with written progress reports
- Additional termly SEN Support meetings. For Targeted support pupils this will be organised by the class teacher. For specialist support pupils this will usually be organised through the Inclusion Manager
- If your child has a statement/EHCP you will be invited to participate in the annual review.
- Feedback from outside agencies – this may be done either directly through liaising with the specialist support service or via the Inclusion Manager.
- Where appropriate pupils will be invited to attend their reviews and their views will be sought. If this is not appropriate pupils' views will be sought separately.

2.7 Extra-Curricular Opportunities

We will include and support all pupils with SEND in all activities including off site visits and extra-curricular opportunities such as breakfast, lunchtime and after school clubs.

2.8 Equal Opportunities

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

3 Responsibilities and review

3.1 Key persons and responsibilities

The SENCO will:

- work with the Head Teacher to oversee the day to day provision for pupils with special educational needs within the school
- lead the development of special educational needs throughout the school;
- provide guidance and support to all staff
- organise and manage the team of TAs
- prepare and keep up to date SEN support plans
- track the progress of children with special educational needs
- organise training for school personnel

- keep up to date with new developments and resources
- liaise with parents
- organise annual reviews
- meet with outside agencies
- work with feeder or transition schools
- review and monitor
- annually report to the Governing Board on the success and development of special educational needs
- Update and review the Schools Local Offer and publish it on the website
- The Nominated Governor will:
- work closely with the SENCO
- ensure this policy and other linked policies are up to date
- ensure that everyone connected with the school is aware of this policy
- annually report to the Governing Body on the success and development of this policy

The effectiveness of the **SEN provision** provided by the school will be undertaken annually by the Governing Body and reported to parents in the Annual Governors Report.

A review of the **Special Educational Needs policy** document is undertaken every year. The Special Educational Needs policy is a working document and is kept under constant review.

3.2 Date policy agreed

November 2017

3.3 Policy review (When and by whom)

Written: November 2017

Head Teacher:	Date :
Governor:	Date: