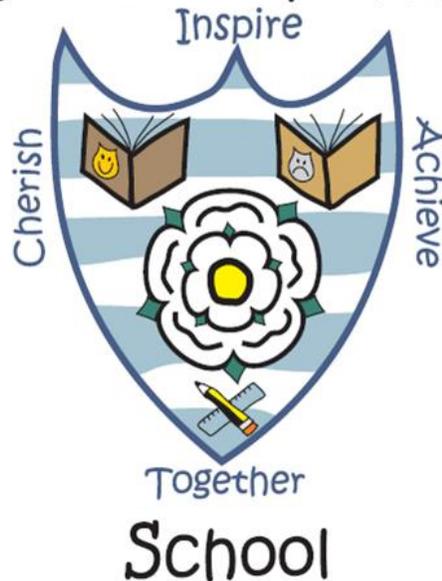


Birkwood Primary



# **SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY**

**UPDATED DECEMBER 2018**

## **Our Mission**

'At Birkwood Primary School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.'

## **Our Aims:**

- Each child will be given the opportunity to achieve their personal best and to become a confident learner.
- To provide a broad, balanced and enriched curriculum.
- All children in Foundation Stage and Key Stage one can access a full range of activities through which they can develop and learn through play.
- To identify pupils with special educational needs and disabilities and ensure that their needs are met.
- Children with SEND are recognised as individuals and their individual needs are met.
- All children identified as having a SEND will be continuously monitored and reviewed at set timescales.
- All children at our school benefit from our whole school Nurture School approach.
- Parents are involved in all aspects of children's special needs and their provision.
- There is effective and frequent communication between parents and school.
- Parents are fully involved in decisions for their child and will be involved in decisions about their learning.
- All staff are fully informed about all the ways we provide for children with special needs.
- To promote effective partnership and involvement with outside agencies when appropriate.

Birkwood Primary School follows the criteria in accordance with the Disability Discrimination Act, which do not discriminate against pupils with SEND, and its admissions policy has due regard for the guidance in the SEND Code of Practice.

Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

The named Special Educational Needs and Disability Co-ordinator (SENDCo) is Deputy Headteacher, Mr. Ben Froggatt. Paul Sabin is the Governor responsible for SEND/Inclusion.

## **The role of the Special Educational Needs Co-ordinator (SENDCo).**

The key responsibilities of the SENDCo include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Early identification of children with SEND
- Liaising with parents and carers

- Liaising with and supporting colleagues
- Liaising with outside agencies including the Early Years providers, LA support, Educational Psychology services, health and Social Care
- Supporting teaching staff to review the Support Plans for each child on the SEND register at least once every term.
- Ensuring that appropriate records are kept for children with SEND Support and with Education, Health and Care plans (EHCPs)
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are involved in decisions 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
- Ensuring that the school keeps records of all pupils with SEND up to date.

The SENDCo, Mr. Ben. Froggatt, is also responsible for co-ordinating provision, and works in close collaboration with the school's Parent Support Advisor (PSA), Mrs Linda Taylor along with parents/carers, class teachers, teaching assistants, and the Governing Body. Teaching assistants under the guidance of the SENDCo and class teachers, provide support for pupils with SEND in small groups or on a one to one basis, to meet the specific needs as detailed in their Support Plan. Pupils with more complex needs will have additional provision allocated determined on individual needs.

The SENDCo and teaching staff seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through analysis and assessment of children's needs, by monitoring the quality of teaching and standards of pupils achievements and by setting targets for improvement. The SENDCo collaborates with staff so that the learning of all children is given equal priority and available resources are used to maximum effect. Regular assessments require the staff to analyse the schools provision of intervention groups and the children being targeted by these groups using staff expertise to maximum effect.

### **Access to the curriculum**

Birkwood Primary school believes in inclusion for all children. In whole class work teachers will involve and support all pupils by differentiated questioning, by demonstrating skill in action and by reinforcing key points. All staff are fully aware that children need to be taught in a visually, kinaesthetically and auditory teaching and learning styles to address all learners. Some children will require pre-tutoring or may work in a small group at their level and pace.

Provision/action that is additional to quality first differentiated teaching may constitute a child being added to the school's SEND register and monitored through the Assess-Plan-Do-Review cycle using a SEND Support Plan. This will be written by the class teacher in consultation with other staff, parents/carers and pupils, where appropriate. It may also contain advice from external agencies.

The Support Plan will set targets for pupils and will detail:

- The short term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- The review date for the plan
- Resources needed.

The Support Plan will be monitored on a session-by-session basis using a devised monitoring tool and formally reviewed at least termly depending on the severity of special needs. School will encourage parents and carers to participate in the target setting and reviewing process at every stage using the school's person centred approach. Parents/carers will also be fully involved with external agencies and proposed interventions through a problem solving session where appropriate.

For pupils who have statements of SEND/Education, Health and Care Plans (EHCPs), their progress will be reviewed annually and a report provided for the LA. The SENDCo will liaise with the SENDCo in transition schools to ensure that effective arrangements are in place to support pupils at the time of transition.

## **Identification and Assessment of pupils with SEND**

The school is committed to early identification of special educational needs and adopts a graduated response to meeting SEND in line with the SEND Code of Practice 2015.

Children's needs are identified through:

- Parental discussion and concerns
- Concerns from pre-school settings
- Concerns from staff members
- Academic assessments (inc. Year One Phonics Screening)
- Routine health screening

## **The Graduated Approach/Response to identifying and monitoring SEND**

1. A child will be identified using an initial concern form. (This will be completed and discussed with parent/carers, SENDCo and teacher no matter who has the initial concern).
2. The SENDCo will then support the teacher with choosing an appropriate intervention. The level and time period of intervention will be agreed between the class teacher and SENDCo, which will be appropriate for the individual child. This will be identified on the school's provision map.
3. If still no progress/change the SENDCo will discuss with other adults (who work with the child) as to whether another intervention would be suitable. This will also be identified on the school's provision map.
4. If progress is still limited or it is decided intervention work should continue, a SEND Support Plan, for the child, will be put into place. This will constitute the child as being on the SEND register, following parental consent. This will be monitored and recorded on a session-by-session with a formal review of the plan (involving parents/carers) at least termly.
5. Where deemed necessary the appropriate agency will be contacted, again following parent/carer consent. Staff will act upon the advice given.
6. If there is still no improvement after agencies being involved, the SENDCo will apply for an EHCP. This will involve:
  - SENDCo to arrange a date with parents/carers, teacher, TA and all professionals currently involved.
  - The child will be involved through the process via the one-page-profile process.

- The majority of the plan (AAM and ESIA) will be discussed and written at the meeting involving all people at stage a).
- The SENDco will then write-up the plan within 2 weeks and share with parents/carers before sending off the plan for Needs Assessment Panel and beginning the 20 week EHCP process.

If the range of evidence collected suggests that the learner is not making the expected progress the class teacher will consult with the SENDCo in order to decide whether additional and/or different provision is necessary. There is no need for a pupil to be registered as having SEND unless the school is taking additional or different action. Pupils with disabilities but no special needs will be recorded on the school's medical register. Once a need has been identified, the relevant agencies will carry out the necessary diagnostic assessments.

### **Supporting pupils and families**

Birkwood Primary School is very person centred school and believe parents/carers are important partners in the effective working relationship with the school in raising their child's attainment and general experience of life. They are encouraged to be fully involved in the identification, assessment and decision-making process in the school. Parents/carers' contribution to their child's education is valued highly by the staff of the school. This is also including recording children's views and implementing and reviewing the Personalised Learning Plan. The school will also update parents/carers with relevant information.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years. At Birkwood, we encourage children to participate in their learning. We encourage them to have a voice in deciding the priorities for our School Improvement Plan through the school council. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEND this includes discussing the strategies for their success. We encourage them to take part in reviewing their progress and in setting new goals and challenges (within their Support Plan). They are also actively involved in creating their personalised pupil profile.

Ben Froggatt (SENDco and Inclusion Leader) and Linda Taylor (PSA) are both released from class full time and so can be contacted to discuss any concerns that parents or pupils may have.

### **Exiting the SEND register**

Where a child has made sufficient progress so that they are no longer significantly behind their peers, a discussion will be held with the parents to gain agreement for them to be removed from the SEND register. We will continue to monitor their progress to ensure that they remain on track, and that they are receiving support at a level appropriate to their needs.

### **Alternative Provision**

Some children may have requirements that mean they will benefit most from a specialist placement, this may be for a short term placement or longer term. For example, they may have a placement in Oakhill for Speech and Language needs, or at Springwell Alternative or Special Academy for behavioural needs.

### **Links and use of outside agencies:**

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the Inclusion Leader will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies include the Educational Psychology Service, BESST, Speech and Language Therapy,

behaviour support, health, hearing/visual impairment and LA personnel. Any or all of these agencies may be involved in the provision setting, delivery or review of targets in order to ensure the children have the best opportunity to thrive.

### **Links with other schools and agencies including the voluntary sector:**

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years Settings. Children are invited to visit us for induction visits in the term before they start school. If necessary the school liaises with other agencies at this stage. Children with SEND who transfer from other schools are supported through their induction to the school by the class teacher, Inclusion Leader and by SMSAs to ensure that they have a smooth transition. Liaison from Year 6 to Year 7 ensures a smooth transition. Staff from Secondary Schools visit school in the summer term and then provide additional visits to support the transition of pupils with SEND. Discussions are held with relevant staff to make them aware of the needs of pupils transferring. The records of the child are also transferred once the child has started at the new school.

### **Role of the Governing Body:**

The governing body of the school must:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs or disabilities
- Ensure that where the 'responsible person' has been informed by the LA that a child has special educational needs or disability, those needs are made known to all who are likely to teach them
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have SEND
- Ensure that parents/carers are involved in decisions by the school that SEND provision is being made for their child
- Ensure that a child with special educational needs or disability joins in the activities of the school together with children who do not have special educational needs or disabilities, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources
- Have regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 (2015) when carrying out its duties toward all children with SEND
- Consult the LA and the governing body of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Publish information on the school's website about the implementation of the policy for SEND. This information should be updated annually and be in accordance with the requirements detailed in the Special Educational Needs and Disability Code of Practice: 0 to 25 (2015).

### **Accessibility:**

The school produces accessibility plans as required by the DDA, amended by the SEN and Disability Act 2001. All children, regardless of disability, are encouraged to join in all of our activities, including trips and after school clubs. Where necessary, appropriate modifications are made to allow for a child to participate fully in the National Curriculum and additional activities. Parents and carers are invited to contact Ben Froggatt in the Inclusion Office to discuss their child's specific requirements.

### **Complaints procedure:**

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the Inclusion Leader (Ben Froggatt) and/or Headteacher (Mrs Julie Allen). Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority and/or Secretary of State.



**List of acronyms used in this policy:**

DDA = Disability Discrimination Act 1995

EAL = English as an Additional Language

EHCP = Education, Health and Care Plan

LA = Local Authority

SMSA = School Meals Supervisory Assistant

NASEN = National Association of Special Educational Needs

PSA = Parent Support Advisor

SENDCO = Special Educational Needs and Disability Coordinator

SEND = Special Educational Needs and Disability