



Key Information about SEND at Birkwood

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The Code of Practice

The "Special Educational Needs and Disability Code of Practice: 0 to 25 years 2015" is a national guide that gives statutory guidance that helps us to identify, monitor, assess and support children in school. It also gives guidance to the local authority.

Our approach to the teaching of children with SEND

At Birkwood Primary School, in line with our school's Vision Statement, we believe that every child is a valued member of our school community. We aim to meet the individual needs of each child and understand that some children have special educational needs that require additional support. This may be in terms of a child's emotional, academic or physical development, therefore we will make all reasonable adjustments to ensure that each child is fully supported whilst at our school.

At Birkwood Primary School, we believe in providing every possible opportunity to develop the full potential of all children. All children will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum. All children are valued and their self-esteem promoted. We work in a person centred way with children and parents/carers who play an active and valued role in their own and/or their child's education. Our aim is that all children with special educational needs participate in activities compatible with the efficient education of other children and the efficient use of resources.

We focus on our children's holistic progress ensuring that independence and preparation for adulthood is always at the centre. This means that our children have many opportunities to develop more practical skills such as cooking and growing vegetables in addition to traditional subjects.

Special Educational Needs – What does it mean?

Children with special educational needs have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Approximately 1 in 5 children will have difficulties at school at some time and will require extra support to help their learning.

Children with special educational needs or disabilities (SEND) may have difficulties with:

- All or some of the work in school
- Reading, writing, number work or understanding information
- Expressing themselves or understanding what others are saying
- Making friends or relating to adults
- Organising themselves
- Sight, speech, hearing or a physical need which may affect them in school.

Within the Code of Practice, there are 4 broad categories of SEND:

Communication and Interaction:

This can include children with speech, language and communication needs, including those with an Autistic Spectrum Disorder (ASD).

Cognition and Learning:

This area can include children with moderate, severe or profound and multiple learning difficulties, which affects their ability to learn and/or process information.

Social, emotional and mental health difficulties:

This can include children who show withdrawn or challenging behaviours for a variety of reasons, have attention deficit disorder, attention deficit and hyperactivity disorder or attachment disorder.

Sensory and/or physical needs:

This category can include children with a visual impairment, hearing impairment, multi-sensory impairment or a physical disability.

Identification of Special Educational Needs.

Parents know their children best, so a parent have any concerns about their child's development, please contact Ben Froggatt, Inclusion Leader, as parents are often the first to notice when something is not right, and the sooner support can be given, the better. On the other hand, teachers and other members of staff often identify when a child is having difficulties in one or more area. In either case, the first thing that would happen at Birkwood is for members of staff, parents/carers and the child (where appropriate) to meet to discuss this 'initial concern, which is the 'first-step' on the 'Graduated Approach'.

Graduated approach to SEN

A key aspect of the SEND Code of Practice is the 'Graduated Approach' thus response to identifying, monitoring and reviewing children's needs and the support provided. Children identified as having additional needs are initially identified because some of their needs can't be met through quality first adapted or differentiated teaching.

Following discussion with staff, parents/carer and child (where appropriate) the SENDCo will support staff and parents/carers by suggesting a suitable method of intervention following the completion of an Individual Needs Analysis. The child will be supported for a time period agreed by all and carefully monitored by the class teacher. If progress continues to be below what would be expected, either additional intervention/support will be put in place to support the child, and a more detailed plan will be created in consultation with parent/carer and child. This will be monitored by an Individual Provision Map. Should this support need to continue this would also mean the child would be added to the SEND register.

Individual Provision Maps are used to monitor the support for a variety of reasons and will follow the 'Assess-Plan-Do-Review cycle in order to meet the child's needs. Each child on the school's SEND register will also have a One-Page Profile, which (as the name suggests) is a one-page document, which will highlight key information about the child including how to best support them.

If a child's needs require more intense support and/or intervention then school may decide a child would also benefit from a SEND Support Plan (SSP). This plan will again involve all key people involved in the child's development and include an Individual Provision Map, however the SSP will include a more robust analysis of the child due to the higher level of need identified.

Some children may benefit from support that can be provided by external services. If this is decided (in consultation with school and parents/carers) then advice can be sought from professionals in a range of specialist areas (which can be done at an earlier stage if deemed appropriate). If, despite all the input from school and other professionals, a child has not made expected progress, the decision to request an Education, Health and Care Plan needs assessment may be made.

Education, Health and Care Plans (EHCP)

A request for an Education, Health and Care needs assessment is made to the local authority and is usually submitted by school (anyone who knows the child can submit for Needs Assessment, including the child themselves), however once again with everyone involved with the child at that time (parent/carers, professionals etc.) as well as the child. The local authority has 6 weeks to decide if they will take the referral to Needs Assessment Panel. If it decided to progress to needs assessment, there will be a period of another 6 weeks where the local authority will send for further information from the parents, school and other professionals involved with the child. Once the information has been collected, the decision is made whether or not to draft an Education, Health and Care Plan. The draft plan must be agreed within 15 days of receipt to ensure the whole process is completed within 20 weeks.

An Education, Health and Care Plan is only issued where there is a high level of need. The plan will state what level of support is appropriate.

Support for elements 1 and 2 is met entirely from within the school's SEND budget. Where an EHCP is issued, this is considered to be element 3, therefore top up funding is made available for additional support for the child.