SEND Policy – June 2018

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1. Aims
Our SEND policy and information report aims to:

- Set out how our Birches Green Infant School will support and make provision for all pupils with special educational needs and Disabilities (SEND) to ensure early identification is matched with high quality provision to ensure success for all.

- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND at Birches Green Infant School. Eg. Staff, outside agencies.

- Enable all stakeholders to be informed about SEND provision at Birches Green Infant School. Eg staff, parents, governors.

- Prepare all pupils for a successful, independent future.

2. Legislation and guidance
This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools’ responsibilities for pupils with SEN and disabilities.
- **The Special Educational Needs and Disability Regulations 2014**, which set out schools’ responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEN information report.

### 3. Definitions
A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### 4. Roles and responsibilities

#### 4.1 The SENCo
The SENCo is Kate Wildman.

They will:

- Work with the Head Teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Head Teacher and Governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.
- Be available to support parents with any SEND issues, appointments can be made through the school office.

#### 4.2 The SEND governor
The SEND governor will:
• Help to raise awareness of SEND issues at Governing board meetings.
• Monitor the quality and effectiveness of SEND provision within the school and update the Governing board on this.
• Work with the Head Teacher and SENCo to determine the strategic development of the SEND policy and provision in the school.

4.3 The Head Teacher
The Head Teacher will:
• Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.
• Have overall responsibility for the provision and progress of learners with SEND.

4.4 Class Teachers
Each Class Teacher is responsible for:
• The progress and development of every pupil in their class.
• Working closely with any Teaching Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
• Working with the SENCo to review each pupil’s progress and development and decide on any changes to provision.
• Ensuring they follow this SEND policy.

5. SEND information report
5.1 The kinds of SEND that are provided for
Our school currently provides additional and/or different provision for a range of needs, including:
• Communication and Interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties and genetic conditions
• Cognition and learning, for example, dyslexia, dyspraxia,
• Social, Emotional and Mental Health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD), attachment disorders
• Sensory and/or Physical Needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, physical disabilities.

5.2 Identifying pupils with SEN and assessing their needs
We will assess each pupil’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular, additional, assessments of progress (using the Birmingham Toolkit Continua – Speaking and Listening, Reading, Writing and/or Maths) for all SEND pupils and those that have been identified as being at risk/whose attainment and progress:
• Is significantly slower than that of their peers starting from the same baseline.
• Fails to match or better the child’s previous rate of progress.
• Fails to close the attainment gap between the child and their peers.
• Widens the attainment gap.
This may include progress in additional areas, as well as attainment, eg, social or physical needs.
Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.
When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents
We will have an early discussion with the pupil and their parents when identifying whether they need Special Educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil’s areas of strength and difficulty
- We take into account the parents’ concerns and wishes
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil’s record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support and as them to sign the GDPR friendly SEND Register form.

5.4 Assessing and reviewing pupils’ progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The Class Teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher’s assessment and experience of the pupil.
- Their previous progress and attainment and behavior.
- The assessments of other adults working with them, where relevant.
- The individual’s development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil’s own views.
- Advice from external support services, where relevant

There will be 3 formal ITP reviews, one each term, during the school year. Class Teachers will prepare the review paperwork, parents will be invited to come and take part to talk about their successes and future targets. For children with more complex needs professionals from outside agencies will be invited when it is appropriate. The children will be included at the end of the meeting so they can receive praise for their achievements and be told of their next step targets.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil’s progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Where possible, and appropriate we will invite professionals from other settings to review/Team Around the Child (TAC) meetings/Person Centred Reviews, to hand over important information about their children to ensure a smooth transition.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions where appropriate:

- 1-1 and small group phonics intervention
- Precision Teaching
- Gross/Fine motor group
- Bug Club (Reading)/Letterjoin (Handwriting) interventions
- Buddy Club
- Wellcomm
Thrive

5.7 Adaptations to the curriculum and learning environment
We make the following adaptations to ensure all pupils’ needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, finger gyms, ear defenders, barriers, Balanceability bikes, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, visual prompts, cueing in with names, etc.

5.8 Additional support for learning
We have a small team of teaching assistants who are trained to deliver interventions listed above.
Where appropriate Teaching Assistants will support pupils on a 1:1 basis, in small groups, in the classrooms, library or in the Outdoor environment.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychology (EP)
- Communication, Autism Team (CAT)
- Community Pediatricians
- The Visual and Hearing Teams
- Pupil and School Support (PSS)
- Physiotherapy
- Occupational Therapy
- Community and Traded Speech and Language Therapists (SALT)
- The Physical Disability Outreach Team (Wilson Stuart)
- The School Nurse Team
- City of Birmingham School (CoBs – Behaviour)
- Counselling and Bereavement Teams
- Any other agencies that can provide support for our children.

5.9 Expertise and training of staff
Our SENCo is an experienced teacher who has completes the post graduate National Award of Special Educational Needs Coordinators (NASENCo).
They are allocated time each week to manage SEND provision, as well as having a teaching commitment, with English and Maths Interventions in Year 2.
We have a small team of Teaching Assistants, (HLTAs) who are trained/experienced in the delivery of SEND provision.
In the last academic year, staff have been trained in a variety of relevant issues, eg: ASD, Makaton signing, supporting children with physical disabilities, etc. Training will be kept up to date and relevant to our ever changing cohorts of children.

5.10 Securing equipment and facilities
Auditing of resources and facilities takes place, regularly, to ensure we are resources and everything is up to date and relevant to our current cohort of SEND children
5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils’ individual progress towards their goals each term.
- Reviewing the impact of interventions to ensure we are addressing the needs of the SEND children.
- Using pupil questionnaires.
- Monitoring by the SENCo.
- Setting up provision maps to measure progress.
- Holding annual reviews for pupils with EHC plans.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits and residential trips are available to all our pupils.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to take an active part in all aspects of school life, eg: class jobs, members of the school council, peer mediators, etc.
- Pupils, including those with SEND, are considered for Thrive intervention and/or Buddy Club at any time in their school life when they might benefit from additional emotional or social support. We have a zero tolerance approach to bullying.

Birches Green Infant School has a zero tolerance approach to bullying.

5.14 Working with other agencies

At Birches Green Infant School we have very strong links with a number of Traded agencies and medical services (see list above). We work together to ensure all the day to day and statutory needs of our SEND pupils are met. The school reports back their finding to the parents and children (where appropriate), and involves them in TAC meetings when considering the need for more formal requests for assessment.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance, then the SENCo and Head Teacher. They will then be referred to the school’s complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

Parents that need additional SEND support can be signposted to SENDIASS, for impartial advice and support on all SEND matters.

5.17 Contact details for raising concerns

If parents have any concerns about their child they should talk, initially, to the class teacher. An internal Birches Green referral form should be completed and passed to the SENCo. The SENCo and Class Teacher will then discuss the next steps. Next parents can make an appointment to see the SENCo to clarify matters or discuss concerns.

5.18 The local authority local offer
Our contribution to the local offer is: [http://www.birchgni.bham.sch.uk/inclusion-and-send-information/](http://www.birchgni.bham.sch.uk/inclusion-and-send-information/)

Our local authority's local offer is published here: [https://www.birmingham.gov.uk/localoffer](https://www.birmingham.gov.uk/localoffer)

6. Monitoring arrangements
This policy and information report will be reviewed by the SENCo every year. It will also be updated if any changes to the information are made during the year.
It will be approved by the governing board.

7. Links with other policies and documents
This policy links to our policies on:
- Accessibility plan.
- Behaviour Policy
- Single Equality Policy
- Medical Conditions and Medicines in School Policy.
- Intimate Care Policy.
- Curriculum Policy

This policy will be reviewed on a bi-annual basis.

Policy reviewed by Governors         June 2018
Next reviewed due         June 2020

Signed…………………………………….   Chair of Governors
Dated……………………………………

Signed…………………………………….   Head Teacher
Dated……………………………………