St Laurence Church Junior School

Special Educational and Disability Policy:

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<th>Head teacher</th>
<th>Staff Link</th>
<th>Governor Link</th>
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<tr>
<td>Jane Lindsay</td>
<td>SENCO Lyn Haden (Member of SLT)</td>
<td>Jill Saunders</td>
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<tr>
<th>Date of policy</th>
<th>Frequency of review</th>
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<tr>
<td>September 2017</td>
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Principles and Implementation

School Aims and Implementation
St Laurence Church Junior School aims to enable all our pupils, whatever their ability or needs, to reach their full potential and be fully included in our school community, where all are equally valued. We want children to achieve their best, have high aspirations, become confident individuals and make a successful transition into adult life.

Each person in our school will be given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

SEND Information is available from our website through the Birmingham Local Offer and is a comprehensive set of frequently asked questions which explain how our school supports children and parents. This SEND policy is written to comply with the 2014 Children and Families Act and its SEND Code of Practice together with the Equality Act 2010.

The SEND Policy works alongside the Birmingham Local Authority local offer and links with other school policies.

This SEND policy details how, at St Laurence Church Junior, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities.

The SEND team at St Laurence Church Junior

Enquiries about an individual child’s progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to the Special Educational Needs Coordinator (SENCO), Mrs Lyn Haden; Please make an appointment with the school office if you wish to speak to the SENCO.

All staff have a responsibility to ensure that the needs of children with special educational needs or a disability (SEND) are being met; all teachers are teachers of SEND. However, all Special Educational Needs provision is overseen and managed by our SENCO, who is part of the Leadership Team.

The Senior Leadership Team, work together with the SENCO, to determine the strategic development of inclusive provision in school.

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<th>Role</th>
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<td>SEND Governor</td>
<td>Jill Saunders</td>
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<tr>
<td>SENCO</td>
<td>Lyn Haden</td>
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<tr>
<td>Parent / family support worker</td>
<td>Jane Hamilton</td>
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<td>Child Psychotherapist</td>
<td>David O’Mahoney</td>
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<td>Teaching Assistants</td>
<td>Rubina Askari year 3</td>
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<td>Jane Hamilton Year 3</td>
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<td>Marie Millward Year 4</td>
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<td>Sue James Year 4</td>
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<td>Sharon Jones Year 5</td>
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<td>Richenda James Year 6</td>
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<td>Lorraine Jones Year 6</td>
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**Aims:**
We aim to enable all children to have the opportunity to achieve their best academically, emotionally and socially through:
- Providing high quality learning to enable children to acquire the skills, knowledge and concepts relevant to their future;
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated;
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:
- Promoting high quality learning and exceptional attainment;
- Providing high quality curriculum entitlement and a high quality learning environment;
- Promoting the St Laurence Church Junior School Values to enable the children to value themselves and each other;
- Promoting an effective partnership with parents/carers and the wider community.
- Working in cooperation and productive partnerships with Birmingham Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners;
- Provide equal opportunities for all learners.

**Objectives:**
- To seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and feeder Infant Schools prior to the child’s entry into the school.
- To monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- To operate a whole school approach to the management and provision of support for special educational needs whereby every teacher is a teacher of SEND children and is supported by the Senior Leadership Team.
- To provide appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCO and Senior Leadership Team and will be carefully monitored and regularly reviewed in order to ensure that individual learning targets are being met and all pupils’ needs are catered for.
- To work with parents to gain a better understanding of their child and to involve them in all stages of their child’s education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child’s progress.
- To develop and maintain partnerships with other educational providers, the Local Authority and outside agencies, to ensure a multi-professional approach to meeting the needs of all vulnerable learners.
- To consult with health and social care professionals to fully include pupils with medical conditions in all school activities.
- To create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs.

**What are Special Educational Needs and Disability (SEND)?**
Special Educational Needs (SEND) has been defined by the Department of Education as follows:
“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. 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 of the same age, or;
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”
(Code of Practice, 2014)
Disability has been defined by the Equality Act, 2010 as follows:

“A person has a disability if:
• The person has a physical or mental impairment, and;
• The impairment has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.”

A physical or mental impairment includes: learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma and eczema; autism; speech, language and communication impairments.
(Equality Act, Chapter 15, 2010)

At St Laurence Church Junior we recognise the importance of early identification of SEND. Early intervention and response improves the long-term outcomes for pupils.

Provision for children with special educational needs is a matter for the whole school. The governing body, the school’s head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. “All teachers are teachers of children with special educational needs.”

The school assesses each child’s current attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child’s Infant years. If the child already has an identified special educational need, this information will be transferred from other partners and the class teacher and SENCO will use this information to:
• Provide starting points for the development of an appropriate curriculum.
• Identify and focus attention on action to support the child within the class.
• Use the assessment processes to identify any learning difficulties.
• Ensure ongoing observation and assessments provide regular feedback about the child’s achievements and experiences to form the basis for planning the next steps of the child’s learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child’s performance.

Identification and assessment of special educational needs is gathered through a range of sources, including baseline assessments on entry, discussion with parents, termly pupil progress meetings and where appropriate, pupils. Sometimes external agencies such as the Pupil and School support team, Educational Psychology Service, Speech and Language Therapy, Communication and Autism Team (CAT) and SEND Consultants may assist in making recommendations for provision.

Once the appropriate assessments have taken place, a decision will be made as to whether a pupil has SEND in one or more of the 4 ‘broad areas of need’; defined in the Code of Practice:

• Communication and interaction: Children with speech, language and communication needs (SLCN) who have difficulty communicating with others and may also not understand and use social rules of communication. This often includes children with Autism Spectrum Disorder.
• Cognition and learning: Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe (SLD), where children are likely to need support in all areas of the curriculum. Specific Learning difficulties (SpLD), affect one or more specific aspects learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
• Social, mental and emotional health: Children may experience a wide range of social and emotional difficulties. These may include becoming withdrawn, isolated as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
Sensory and/or physical needs: These include vision impairment, hearing impairment or multi-sensory impairment which will require specialist support and/or equipment or access their learning. Some children with a physical disability require ongoing support and equipment to access all the opportunities available to their peers. It also includes children with medical needs.

If it is thought that non SEN factors such as attendance, punctuality, health or social difficulties are sometimes the reason for low attainment these will be addressed.

It should also be noted that persistent disruptive or withdrawn behaviours do not necessarily mean that a young person has SEND. Assessments will be made to determine if there are causal factors such as undiagnosed learning, communication or mental health difficulties and through consultation with parents, provision will be established.

These four broad areas of need give an overview of the range of needs that staff plan for. The purpose of identification is to determine what action our school needs to take, rather than fitting a pupil into a category. When identifying SEND, St Laurence Church Junior considers the needs of the whole child, not just the SEND of the pupil.

Reasons for a child being added to the SEND record may include the fact that he/she:
• makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
• shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
• presents persistent social, emotional or mental health difficulties which are not improved by the techniques usually employed in the school.
• has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
• has communication and/or interaction difficulties, and continues to make little or no 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.
• compared to peers there is a widening of the attainment gap.

Graduated Teaching approach
We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEND and disabilities are entitled to be taught by their teacher, not always by a TA.

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

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

Regular assessments of all pupils by teachers will identify pupils making less than expected progress in relation to their age and individual circumstances.

Initial Concerns
Where there are concerns about lack of progress following pupil progress meetings, these are discussed with the SENCO to determine the actions to be taken, in terms of further assessment, provision and monitoring. Teachers use the Birmingham A2E Language and literacy toolkit to record attainment in reading, writing, speaking and listening; the toolkit links to the new national curriculum and age related expectations.
If the child fails to make progress after a period of time (usually a term), despite high quality teaching, differentiation and additional intervention, the SENCO will meet with the class teacher to consider all of the information gathered, including the views of parents. Where it is evident that the pupil has a high level of need, the SENCO at this stage, after consultation with the parents, may seek advice and further assessments from outside agencies e.g. Speech Therapy, Educational Psychology.

Where it is decided that a pupil does have SEND, the decision is recorded on the school’s SEND register (coded as K) and the parents are formally informed that special educational provision is being made. Under the Code of Practice, SEND provision is “provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools”

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process: Assess Plan Do Review.

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Support and Interventions within the graduated approach:

a) Universal – All pupils will benefit from:
   - High quality learning through the provision of high quality teaching; both formal and informal.
   - Formal learning and teaching that is differentiated to need and enables the vast majority of pupils to make good or better progress.
   - On-going and timely assessments which inform any further provision needed.

b) Targeted Support
   - Small-group, time limited (6-8 weeks) intervention for pupils who may be expected to ‘catch up’ with their peers as a result of the intervention.
• Interventions where progress is monitored by the Head teacher, Deputy Head teacher, SENCO, Class teacher and the adult leading the intervention through the accountability process. If a pupil has not made the required progress following discussion with class teacher, parent and SENCO then the appropriate referral may be made to outside professional support (see below).

c) Specialist Support
• Specific targeted intervention for individuals. These pupils may have specific and/or exceptional needs that require the support from outside professionals. We will then incorporate appropriate advice and recommendations into any education plans for the pupil.

Managing Pupils Needs on the SEND Record:
Assess and Plan
Following thorough assessments and placement on the SEND register, the class teacher, in consultation with the SENCO, puts a plan in place to set targets and to agree interventions and support that are required.
As a school, we will record the steps taken to meet the needs of individual children through the use of Individual Learning Plans (ILPs), records of intervention and Provision Maps.
Plans will specify:
• SMART (specific, measurable, attainable, realistic and timely) targets set for the pupil.
• The strategies used to ensure targets are met
• The date the targets were set and the date for the targets to be reviewed.
• Staff involved and the frequency/timing of the intervention.
• Expected outcomes

It is the teachers responsibility to familiarise themselves with the principals behind interventions in order to reinforce them in the child’s classroom learning. Parents will be given a copy of the intervention plans, and will be expected to support progress towards targets at home, where appropriate.

Do
The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. Teachers work closely with teaching assistants to plan and assess the impact of support and interventions and provide links with classroom teaching.
Support with further assessment of the pupil’s strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review
Reviews of a child’s progress will be made regularly at pupil progress meetings and through termly review meetings between the class teacher and SENCO. The review process will evaluate the impact and quality of the support and interventions. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil’s progress making any necessary amendments, in consultation with parents and the pupil. Teaching staff keep parents informed of the impact of provision and progress made towards targets through parent consultations and an annual written report.

Outside Agencies who help us achieve inclusive practice and meet specific needs
An outside agency may become involved if a pupil continues to make little or no progress, despite interventions. A referral to an outside agency is made by the SENCO, once parent/carers have been informed and their views sought. Pupil records will be looked at in order to establish which strategies have already been employed and which targets have previously been set. The outside agencies may act in an advisory capacity or they may be involved in working directly with the pupil.
The agencies we may seek support from are as follows:
## Requesting an Education, Health and Care Plan

An Education, Health and Care plan is for children and young people who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. It is available from birth to age 25.

It is a way of providing support that puts children, young people and families at the centre of the assessment and planning process, to make sure that their views are not only heard but also understood. This process focuses on what is important for children and young people, i.e. what they and families want them to achieve now and in the future.

If children fail to make progress, in spite of high quality, targeted support at SEND Support, the school or parents may consider applying for the child to be assessed for an EHC plan. St Laurence will make a request to the Special Educational Needs Team at Birmingham City Council if a pupil's needs have demonstrated significant cause for concern, where for example, there may be a future consideration of special school provision or where the child has a disability which is lifelong and which means they will always need support to learn effectively.

The Local Authority will be given information about the pupil's progress over time, the resources or arrangements we have put in place and other supporting documents that relate to the pupil's special educational needs.

Once the Local Authority has considered the information received from the school, there is a twenty week period for additional information to be gathered from outside agency professionals, parent/carers etc. and for a decision regarding the Education, Health and Care Plan to be drawn up.

If it is decided to issue an Education Health and Care Plan, a multi-agency meeting (Team around the child) involving parents and all relevant professionals, will take place in order to draft and agree the nature of the EHC plan. Once issued, the school and relevant agencies have a duty to implement and follow the terms of the plan, and to carry out an annual review to track and monitor progress towards the objectives.

If the issuing of an EHC plan is not thought to be appropriate, Birmingham LA will offer further guidance to all the parties concerned with regards to the support offered to the child.

## Supporting Parents and Families

At St Laurence, we welcome and encourage all parents/carers to participate in their child’s educational progress from the outset, seeing them as equal partners. We believe this partnership plays a key role in enabling pupils with SEND to achieve their potential. In our school we involve parents through:

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<th>Agency or service</th>
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<td>Pupil and School Support</td>
<td>Cognition and learning needs</td>
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<td>Educational Psychology</td>
<td>Learning and emotional needs</td>
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<td>Communication and Autism</td>
<td>Children with a diagnosis of Autism</td>
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<td>Victoria outreach</td>
<td>Children with physical difficulties</td>
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<td>NHS Speech and Language therapy</td>
<td>Children with speech and language disorders seen in clinic</td>
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<td>Sensory support services ( HI/VI)</td>
<td>Children with hearing and visual impairment</td>
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<td>NHS medical services</td>
<td>ADHD</td>
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<td>Medical and physical conditions</td>
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<td>School nurse ( hearing)</td>
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<td>SEN Consultancy</td>
<td>Advice, support, training on SEND – SENCO/ whole school.</td>
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• Always informing and involving them when for their child, a special educational need is identified.
• Invitations to parent consultation evenings, where progress against targets are reviewed and new targets set.
• Review meetings with the SENCO and/or the class teacher.
• Education, Health and Care plan (or statements) reviews, held annually.
• Contributing to the child’s Individual Learning Plan and progress towards meeting targets.
• Meeting with outside agencies, when specialist advice has been sought in relation to their child’s special educational need or disability.
• Expecting parents to support with their child’s learning; this will often be through supporting with homework tasks or reinforcing class strategies.

Birmingham’s Local Offer
The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.
Birmingham’s Local Offer is available from the website www.mycareinbirmingham.org.uk and is the One Stop Shop for Birmingham children and young people with additional needs and disabilities. It includes information about the range of children’s and family services provided by the city.
Supporting this, school has a statutory requirement to provide an SEN Information Report, describing the provision we make for pupils with SEND and this can be found on the school website.

Parent Partnership Services, now known as SEND Information, Advice & Support Service (SENDIASS)
SENDIASS can provide information; advice and guidance on special educational needs and can provide an independent parental supporter for all parents who want one.
This can be accessed through sendiass@birmingham.gov.uk or by telephoning the helpline 0121 303 5004

Supporting pupils with medical conditions.
St Laurence recognises that pupils within our school, who have medical conditions, should be properly supported to enable full access to education, including school trips and physical education.
We will comply with our duties under the Equality Act 2010, where pupils with medical conditions also have a disability. Some pupils may also have special educational needs, a Statement/Education, Health and Care plan, which combines pupil’s health and social care needs. It will sometimes be necessary to put an individual healthcare plan in place for individual children. This plan supports school in effectively supporting pupils with medical conditions. The plan provides clarity about what needs to be done, when and by whom. An individual healthcare plan is likely to be helpful where the medical conditions are long-term and complex. However, not all children will require one.

Supporting Pupils at Transition
Transition from Infant School
All pupils will be supported with transition through visits to St Laurence Junior. These will involve activities and days to enable children to feel confident about the move. The SENCOs from the Infant School and Junior School will meet ahead of transition to identify children who may need additional support at transition. Where possible, the SENCO will attend the summer term ILP review meeting to meet with parents. If needed there may be extra visits to school to ensure that the child feels confident about the move.

Transition to Secondary School
We have good links with our feeder secondary schools in Birmingham and work alongside key members of secondary school staff to ensure a smooth transition for Year 6 pupils. For children with statements or EHC Plans, secondary school SENCOs will be invited to contribute to the Year 6 annual review. Additional visits to secondary schools are arranged for our more vulnerable pupils and those with additional needs.
**Admissions**
No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. Prior to starting school, parents/carers of children with a Statement of SEN or EHC Plan will be invited to discuss the provision that can be made to meet their identified needs.

**Training and Resources.**

*Staff Development and Training*
Support will be allocated to meet the needs of pupils through use of available funding, i.e. Notional Inclusion budget, funding for Inclusion top-up funding and the whole school SEN budget. St Laurence has a commitment to staff development in the area of inclusion and SEND, to ensure that teachers and support staff effectively meet the needs of all pupils. In-house and/or outside agency training is arranged as prioritised in the School Improvement Plan. Staff have access to a wide range of SEND resources, which are located in classrooms and the SENCO room. The SENCO regularly attends both Birmingham network meetings and training courses in order to keep up to date with local and national developments.

**Roles and Responsibilities**

*Governor*
It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The SENCO is responsible for reporting regularly to the head and the governor with responsibility for SEND on the ongoing effectiveness of this policy.

- A named SEND governor to monitor the implementation of the SEN policy
- To have an up to date knowledge about the schools SEND provision, including funding.
- To ensure the quality of SEND provision is continually monitored.

*Special Educational Needs Coordinator*
In line with the recommendations in the SEND Code of Practice 2014, the SENCO will oversee the day-to-day operation of this policy in the following ways:

- To play a key leadership role in delivering the strategic development of the SEND policy
- To oversee day to day operation of the SEND policy
- Maintain and analyse the school provision map for SEND children and those at risk of underachieving.
- Maintain the school's SEND register and oversee the records on all pupils with SEND.
- To give advice to teachers and TAs on support strategies, resources to support learning
- Manage teaching assistants
- Plan /lead school inset on SEND as appropriate
- Meet with class teachers on a termly basis to review and revise learning objectives for all children who are being tracked on the school provision map.
- Liaise with and support colleagues on SEND provision, including class teachers, support assistants and the learning mentor.
- Consult with and make referrals to external agencies, including educational psychologists, specialist learning and inclusion support workers, speech and language therapists, physiotherapists and other health professionals.
- Monitor SEND provision, by evaluating the impact and effectiveness of additional interventions.
- Implement a programme of annual reviews for pupils with an EHC plan or statement and for pupils with high levels of SEND funding.
- Make referrals to the Local Authority to request high needs top up funding and/or an Education Health and Care Plan when it is thought that a pupil may have a special educational need which will require significant support.
• Oversee transition arrangements and transfer of information for Year 6 pupils with additional needs, through effective liaison with high schools.
• Manage a range of resources to enable appropriate provision for children with SEND.
• Liaise with the Head teacher, leadership team and the designated SEND governor, keeping them informed of current issues regarding provision for SEND pupils.
• Liaise with parents and families of children with SEND, keeping them informed of progress and listening to their views.
• Work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements for pupils with disabilities.

Class teachers
It is the responsibility of the class teacher to:
• Differentiate the curriculum to take account of the individual needs of the children in their class. Advice and assistance is available from the SENCO. Identify children who may have special educational needs and inform the SENCO of their concerns.
• Provide a stimulating working environment.
• Use a wide range of resources.
• Organise the appropriate method of teaching i.e. class, small group, individual and to work effectively with classroom support assistants.
• Produce individual learning plans and intervention plans, in consultation with the SENCO.
• Ensure there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies.
• Keep parents informed about the progress of, and provision made for, children with special educational needs, through consultations and reports.
• Encourage parents to be actively involved in supporting their child.
• Monitor the effectiveness of additional interventions and to measure and monitor progress.
• Effectively deploy and manage additional support staff to maximise outcomes for children with SEND.

Teaching Assistants
• To work alongside the class teacher to carry out activities and learning programmes
• To keep records of work as requested
• To support children in class and out of class by providing 1:1 or small group support
• To attend training where appropriate
• To be fully aware of the SEND policy

Accessibility and Adaptations
More details can be found in the schools Accessibility Plan, also available on the school website.

Monitoring and evaluation of SEND
In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of parent evenings, SEND review meetings and pupil progress meetings. The SENCO observes teaching and attends Pupil Progress meetings to monitor progress on a termly basis in line with the SEND Code of Practice. SEND provision and interventions are recorded on a provision map and is monitored by the SENCO. All interventions are monitored and evaluated termly by the SENCO. Information is fed back to the staff, children and parents. This helps to identify whether provision is effective. When a child no longer matches the definition of SEND they are removed from the record following discussion with child and parents.
English as an Additional Language

Definition and Rationale.

The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English. EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential. Therefore our main aim is for all EAL pupils to become confident in speaking, listening, reading and writing to enable them to access the curriculum and communicate effectively with their peers and other adults.

Monitoring and Review

- The Head teacher and SENCO will monitor the effectiveness of this policy on a regular basis. The Head teacher and SENCO will report to the governing body on the effectiveness of the policy at least annually and, if necessary, makes recommendations for further improvements.

Complaints Procedure

If a parent wishes to complain about the SEND provision in place for their child, they should, in the first instance, raise it with the class teacher, followed by the SENCO and head teacher. If they remain dissatisfied then the complaint should be taken in writing, to the Governors. The school follows the education Birmingham guidance 'Dealing with Complaints about Schools'.

Links to other policies

The following school’s policies reflect the school’s commitment to inclusion, safety and wellbeing of all our children:
Accessibility Plan
Anti-Bullying
Attendance
Pupil premium
Behaviour
Teaching and learning
Medical Needs
Safeguarding/ Child Protection.
Health and Safety