



## ***Special Educational Needs and Disability (SEND) Policy***

### **Key Individuals**

**Head Teacher:** Mrs Ann Mason

**SENCo – Not members of SLT:** (2 part-time) Mrs J Sprague (National Award for SENCo)

Mrs G Dunckley

**Advocate on the SLT:** Miss J Lawless

**Contact Details:** 01384 818335

**School Governor for SEND responsibility:** Mrs S Hyde

**Designated Teacher with Specific Safeguarding Responsibility:** Mrs A Mason

**Designated Teacher for Looked After Children:** Mrs A Mason

**Designated Governor for Looked After Children:** Mrs J Lewis

### **Mission Statement**

*At Amblecote Primary School, all staff recognise that every child is an individual. We are committed to offering an inclusive curriculum to ensure the best outcomes for all pupils, by catering for a wide variety of skills, abilities and needs. Our educational aims for children with special educational needs and/or disabilities (SEND) are the same as those for all children in school. Special educational needs may be experienced throughout, or at any time during a child's school life. We believe that every teacher is a teacher of every child, including those with SEND.*

## **Background Information about Amblecote Primary School**

The school currently has 293 pupils (plus a further 48 pupils in an independent pre-school) and is situated in the small, urban town of Amblecote. It draws its children from a variety of areas. The school consequently has a diverse social and economic mix of children.

64 of the pupils in the school have registered an entitlement to free school meals and 20% of our pupils are recorded as having Special Educational Needs and/or Disability (SEND).

At present, 59 of our pupils receive additional SEN support. Six of these pupils have a Statement of SEND. Of these 59 pupils, 29% have a primary need relating to cognition and learning difficulties, 44% are being supported to improve their difficulties with speech, language and communication, 10% have physical and sensory needs and 17% of our pupils have emotional, social and mental health issues.

All SEND records are held centrally in the school by the Special Educational Needs Co-ordinator (SENCo). Class Teachers also maintain a SEND folder for their pupils, which is regularly updated and passed on each year with other class records.

## **Our Aims and Objectives**

At Amblecote Primary we aim to provide every child with access to a broad and balanced education. This includes the delivery of the National Curriculum (2014), in line with the Special Educational Needs Code of Practice 0-25 Guidance (2014). As a school we aim to ensure that the needs of all our pupils are met. We strive to raise the aspirations and expectation of all pupils including those with SEND and provide and maintain equal opportunities for all. To achieve this we aim to:

- Identify the needs of pupils with SEND as early as possible. This is most effectively done by collecting information from parents, health and care services and early year's settings prior to the child's entry into the school.
- Closely 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.
- Make appropriate provision to overcome 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 Leaders, and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

- Work with parents to gain a better understanding of their child, and 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.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- 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 about their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, eco-warriors, residential visits, school plays, sports teams as well as older pupils becoming a 'reading buddy' in order to encourage younger children.

### **Identifying Special Educational Needs**

At Amblecote Primary School, we adopt the definition of SEND as stated in the Special Educational Needs Code of Practice 0-25 Guidance (2014):

***A child or young person has SEN 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 or mainstream post-16 institutions.***

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Pupils with SEND may have needs in one or more of the following areas:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Within school, pupils with SEND are identified on the school SEND list so that provision to meet their needs can be routinely planned for. As children progress, they may be taken off the SEND list when their needs no longer require special provision to be made for them.

There are other factors which may impact upon progress and attainment. These include:

- Disability (the Code of Practice outlines that ‘reasonable adjustment’ duty for all schools provided under current Disability Equality legislation – these alone do not constitute SEN).
- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of pupil premium grant
- Being a looked after child
- Being a child of serviceman/woman

**Quality First Teaching:**

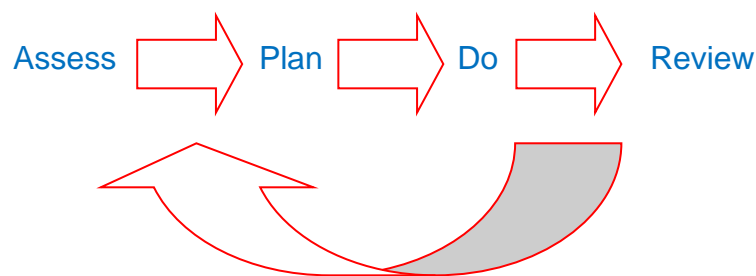
At Amblecote Primary School, all teachers are expected to deliver high quality teaching that is differentiated and personalised to meet the individual needs of all children. Where children may be identified as experiencing a difficulty, the following steps will be taken:

- a) Any pupils who are falling significantly outside of the range of expected academic achievement, in line with predicted performance indicators and grade boundaries, will be monitored.
- b) Once a pupil has been identified as a concern, they will be closely monitored by staff in order to gauge their level of progress and possible barriers to learning.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCo will be consulted (as needed) for support and advice and may wish to observe the pupil in class. Extra assessment by the SENCo may be carried out.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed of their child's development and any areas of concern under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child may be recorded by the school as being 'monitored' due to concern by parent or teacher but this does not automatically place the child on the school's SEND list. Any concerns will be discussed with parents informally or during parents' evenings.

## The Graduated Approach

For some children, a differentiated curriculum is not enough, and they require educational provision that is additional to, or different from that made generally for other children. In this case, a child will be recorded as receiving 'SEND Support' and parents will be formally advised of this. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and thus remove potential barriers to learning.

The additional support provided consists of a four-part process:



This is an ongoing 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.

### Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services, will also be considered. During an initial meeting, any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### 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. They will work closely with teaching assistants to plan and assess the impact of support, interventions and make links with classroom teaching. Further assessment of the pupil's strengths and weaknesses, problem solving and advice on the implementation of effective support will be provided by the SENCo.

### Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary, their parents. The class teacher, in conjunction with the SENCo, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward in consultation with parents and the pupil.

## **Referral for an Education, Health and Care Plan (EHCP)**

If a child has lifelong or severe and complex needs, which require very high levels of support and adjustments to be made for them, they may undergo an education, health and care needs assessment by the Local Authority. This is often requested by the school if needed, but can also be requested by a parent. A referral can be made where the complexity of a child's needs or a lack of clarity around the needs are such that a multi-agency approach to assessing needs and planning provision and resources, is required.

The decision to make a referral for an education, health and care assessment will be taken at a progress review with parents and sometimes other agencies involved with the child.

The referral process will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an Education, Health and Care Plan (EHCP). Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Further information about EHCPs can found via the SEND Local Offer:

<https://fis.dudley.gov.uk/localoffer/>

or by contacting Dudley Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) on:

01384 236677

<http://www.dudley.gov.uk/resident/learning-school/parental-support/dudleysendiass/>

<b><u>Education, Health and Care Plans (EHCP)</u></b>
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Following the statutory assessment process, an EHCP may be issued by the local authority, if it is decided that the child's needs cannot be met by the support that is ordinarily available through the school's SEND budget. This legal document sets out a description of the child's needs and what needs to be done to meet those needs by education, health and social care providers. The school and the child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.



Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **Arrangements for coordinating SEND provision**

Individual records linked to the '**Assess – Plan – Do – Review**' cycle are maintained for pupils receiving 'SEND Support' and those with EHCPs. All staff can access:

- SEND Policy
- A copy of the full list of pupils with SEND
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision plans.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Dudley's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about pupils with SEND and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision.

### **Admission and Inclusion Arrangements**

The school's admissions criteria does not discriminate against pupils with special education needs and/or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice which accompany the SEN and Disability Act.

The school follows the current admissions criteria as set out by the Dudley LA admissions team, which is available to all parents. Provided there is a place and provision available within the appropriate year group, children will be admitted whatever their learning ability.

Parents or carers seeking the admission of a pupil in receipt of a Statement of Special Educational Needs/EHCP must do so through the Dudley LA's SEN Team, who will arrange the appropriate consultation with the school's Governing Body regarding admission.

### **Liaising with External Agencies**

External support services play a vital role in helping the school identify, assess and make provision for pupils with SEND. Services which we may draw upon include:

- The LA's specialist advisory services for children with learning difficulties - Learning Support Service
- Speech & Language Therapy Service (language and communication difficulties)
- Pupil Referral Units - PRUs including the Sycamore Centre Outreach Team (behavioural, emotional and social difficulties)
- Physical Impairment and Medical Inclusion Service - PIMIS (Physical/medical conditions)
- Autism Outreach Team - AOT (Autistic spectrum Disorders)
- Educational Psychology Service
- Community Paediatrician
- Specialist Early Years Service (for Pre-School children)
- Visual Impairment Team
- Hearing Impairment Team
- Home and Hospital Service
- Child and Adolescent Mental Health Service - CAMHS
- Physiotherapy Service
- Occupational Therapy Service
- Social Care
- Dudley Counselling Service

Referrals to these services will be made by the SENCo in discussion with class teachers and will always be shared and agreed with parents/carers.

## **Transition**

### **Inter-School/Nursery to School Transfers:**

Records are received from previous education settings/year groups and passed to class teachers and the SENCo. Where appropriate, further meetings between school and home may take place and an enhanced transition may be arranged.

### **Transfer to Secondary School:**

The SENCo meets with secondary SENCO's to discuss the special educational needs of children moving to Year 7 and the additional provision required. All records are passed on to secondary SENCo's. Where appropriate, individual meetings are arranged with parents, secondary SENCos and other agencies involved with the child. In the case of pupils with a Statement of SEN or an EHCP, secondary SENCos will be invited to attend the child's annual review meeting. Additional visits to the secondary school can also be arranged where appropriate.

## **Supporting Pupils at School with Medical Conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils with medical conditions may also have SEND and may have a Statement or EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

## **Monitoring and Evaluation**

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 an annual parent and pupil questionnaire and discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEND provision and additional interventions will be recorded on individual provision plans, which will be reviewed and updated termly by the class teacher, supported by the SENCo. These will

include information passed on from previous classes or settings, as well as advice from outside agencies. Interventions are monitored and evaluated by the SENCo and information is fed back to staff, parents and governors. This helps to identify whether provision is effective.

### **Training and Resources**

We aim to keep all school staff up to date with relevant training and developments in teaching practice relating to the needs of pupils with SEND. The SENCo attends relevant SEND courses, including Dudley's SENCo Forum meetings and Stourbridge SENCo Cluster meetings, in order to keep up to date with Local and National updates in SEND.

We recognise the need to train all our staff on issues relating to SEND and we have funding available to support this professional development. The SENCo, with the Continued Professional Development Co-ordinator, ensures that training opportunities are matched to school development priorities.

All teacher and support staff undertake induction on taking up a post and this includes meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

### **Roles and Responsibilities**

#### **The Special Educational Needs Co-ordinator (SENCo):**

All mainstream schools must appoint a designated teacher; the Special Educational Needs Co-ordinator, who is responsible for the day-to-day operation of the school's SEND policy. He or she will co-ordinate provision for pupils with SEND and liaise with parents, staff and external agencies.

SEND at Amblecote Primary School is led by two part-time Special Educational Needs Co-ordinators who together work with pupils, staff, parents and outside agencies.

#### **SEND Governor:**

A member of the Governing body also takes a special interest in SEND, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

### **Teaching Assistants (TAs):**

Our TAs are mainly class based in the mornings, to support teachers in delivering targeted support during literacy, numeracy, guided reading and phonics. In an afternoon, TAs may work across school to offer small group or one-to-one support to those children with additional needs requiring SEND support. Their work is carried out under the direction of the class teacher, SENCo and/or external agencies, following targets which are set for the child and recorded on an Individual Provision Plan.

Intervention groups include a range of programmes such as Better Reading Partnership, RM EasiMaths, Numicon, Maths Booster Groups, Precision Teaching and Get Moving, amongst others. We also run 'Social' as well as 'Listening and Attention' Groups which provide support for children with social, emotional or behavioural difficulties. These groups greatly help pupils with low self-esteem or those who have difficulty with social skills. Our TAs, together with class teachers, work closely to provide a safe, secure and positive environment for all children.

### **Accessibility**

The school complies with all the relevant accessibility requirements. Please see the school accessibility plan for more details.

### **Dealing with Complaints**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head Teacher or SENCo, who will be able to advise on formal procedures for complaint.

### **Bullying**

The school takes many steps to ensure and mitigate the risk of bullying of vulnerable learners. We have a comprehensive Anti-bullying Policy available to staff and parents.

## Appendices

This SEND policy was developed through consultation with the Stourbridge Cluster group of primary schools and complies with the statutory requirements laid out in the SEND Code of Practice: 0-25 guidance 2014.

(<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)

This policy has been written with reference to the following guidance and documents:

- **Equality Act 2010; Advice for Schools (February 2013)**
- **Schools SEN information report regulations (2014)**
- **SEND Code of Practice 0 – 25 (2014)**
- **Statutory Guidance on supporting pupils at school with medical conditions (2014)**
- **The National Curriculum in England Key Stage 1 and 2 Framework – (2013)**
- **Safeguarding Policy**
- **Accessibility Plan**
- **Teachers Standards (2012)**

Signed (Head teacher)..... Date.....

Signed (SEND Governor)..... Date.....

Signed (SENCo)..... Date.....