

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY



BirchfieldSchool

Introduction

This policy should be read in conjunction with the Equal Opportunities Policy for Pupils and Able, Gifted and Talented Policy. It has been developed in accordance with the Children and Families Act and the SEND Code of Practice 2015. It aims to set out how Birchfield School provides for pupils identified as having Special Educational Needs and Disabilities and applies to all pupils, including those in the Early Years Foundation Stage.

The School accepts the National Code of Practice for Special Educational Needs. It recognises that all pupils entering the School are different in their abilities, aptitudes and interests but does not regard children as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The School aims to provide pupils with the highest standards of academic teaching and pastoral care within a physically, morally and educationally secure environment in which they can develop and reach their true potential as set out in the School's aims and ethos. This applies both to the pupils at the gifted end of the spectrum and to those who have learning difficulties.

The principles, practices and procedures underpinning this policy are:

- All pupils with S.E.N.D are identified and assessed as early as possible using information received from feeder nurseries, pre-schools and primary schools and through discussion with staff.
- In most cases a pupil on the register will not be statutorily assessed and support will be internal. Each pupil should have their needs assessed against a constant framework of advice and guidance as set out in the Code of Practice.
- Where a pupil has severe and complex learning difficulties, or physical difficulties, and where the School in collaboration with parent/carer considers it necessary to undertake a statutory assessment, the L.A will seek to ensure that all the necessary procedures are completed within 20 weeks of the date these procedures are formally initiated. The LA has a duty to specify the provision required to meet the needs identified as effectively as possible and ensure the annual review of the special educational provision.
- Special Educational Needs provision will be more effective when there is a cohesive working partnership between all involved, pupil, parent/carer, staff and L.A.

Aims

- To provide a framework for all pupils on the S.E.N.D register who may have Special Educational Needs either throughout, or at any time during their school career.

- To identify, diagnose and assess the learning need of all pupils and to liaise with class teachers and Learning Enhancement staff to ensure individual needs, teacher perceptions and curriculum requirements are matched.
- Safeguarding procedures are in place to ensure that all pupils will be protected from harm and neglect. (See the Safeguarding Policy for further information.)
- To ensure a broad and balanced curriculum is made accessible to all pupils by providing appropriate classroom and other experiences.

Objectives

The aims of this policy will be realised through the following objectives:

- By working within the 0-25 years guidance provided in the S.E.N.D Code of Practice 2014.
- To monitor all pupils who are not making adequate progress in the four broad areas specified in the Special Educational Needs and Disability Code of Practice 2015; communication and interaction, cognition and learning, social, emotional and mental health difficulties, and sensory and/or physical needs.
- By raising expectations, performance and achievement.
- By ensuring continuity on transfer through close liaison with feeder schools.
- By offering an appropriate curriculum that recognises S.E.N.D as soon as possible and allow effective intervention via Individual Provision Maps.
- By the use of appropriate resources, teaching materials and styles to encourage and reward positive behaviour and achievement.
- By involving S.E.N.D pupils in their own learning (where appropriate), and the process by which it is acquired.
- By providing some children with individual or group support from one or more Teaching Assistants or Learning Enhancement Teachers, who will liaise with class teachers regarding the implementation of differentiated or additional work.
- By providing targeted support programmes delivered by named Learning Enhancement teachers.
- By providing children who have a statement of special educational needs or an education health and care plan (EHC plan) with support from a named member of staff, who will liaise closely with class teachers regarding the implementation of differentiated or additional work.
- By encouraging parental involvement and developing clear lines of communication.
- By keeping accurate and up-to-date records on all S.E.N.D pupils.
- To ensure that pupils with S.E.N.D are fully included in the life of the School and the curriculum.

What is classed as a Special Educational Need?

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 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 that is bulleted 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*).

What is classed as a Disabled Person?

Many children and young people who have SEND 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 provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. 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 SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition. (*Department for Education & Department for Health (2015) Special educational needs and disability code of practice: 0 to 25 years, p13.*)

Management for Special Needs Provision

- The governing body in conjunction with the Headmistress and the SENDCo will determine the S.E.N.D policy of the School.
- The Headmistress delegates the day-to-day management of S.E.N.D matters to the SENDCo and supporting staff.
- The SENDCo is responsible for the operation, co-ordination of the policy and provision and assessment of pupils with Special Educational Needs throughout all years.
- The SENDCo is responsible for liaising and working with outside agencies and with parents whose children have special needs.
- The responsibility for providing appropriate levels of work and encouraging the development of pupils is with the class teacher. The provision of specific individual support and the writing and reviewing of Individual Education Plans lies with the class teacher, supported and closely monitored by the SENDCo.
- The SEND policy is subject to a cycle of monitoring, evaluation and review annually to ensure its continuing relevance and usefulness.

The role of the SENDCO

The SENDCo is responsible for:

- Formulating the SEND policy in consultation with relevant parties within the School.
- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for children with SEND.
- Facilitation and co-ordination of Local Authority (LA) assessments.
- Monitoring completion of all administration for the School based stages of assessment.
- Ensuring there is liaison with parents/carers and other professionals in respect of children with SEND.
- Liaising with, advising and supporting teacher colleagues and other practitioners within the School.
- Attending INSET and disseminating information.
- Attending case conferences/annual reviews.
- Contributing to the INSET of staff. This Inset may be in-house or may consist of more specialised training from outside sources – Educational Psychologists, Speech and Language therapists etc.
- Assisting with the writing of Individual Education Plans and Provision Maps
- Maintaining the School's SEND register which will be updated termly.
- Ensuring Individual Education Plans and Provision Maps are in place and that relevant background information about children with SEND is collected, recorded and updated.
- Liaising with external agencies including the LA, educational psychology services, health and social services and voluntary bodies.

The role of the class teacher / subject teacher

Class teachers and subject teachers are responsible for:

- Completing and maintaining up-to-date Learning Enhancement Records for all children in their class who are on the SEND register. (Class teacher only)
- Contributing to the writing and reviewing of Individual Education Plans (IEP) and Provision Maps with advice from the SENDCo
- Delivering interventions recorded in the IEP or planning and monitoring these interventions if they are delivered by a Teaching Assistant or a Learning Enhancement teacher.
- Sharing Individual Education Plan targets with children.
- Liaising with Teaching Assistants and Learning Enhancement teachers regarding the implementation of differentiated or additional work.
- Notifying the SENDCo of any initial concerns about children and subsequent moves to SEND Intervention or SEND Support (see section 'The Graduated Response')

Provision

Provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of children with SEND. Flexibility in our provision is of significant importance to us in order to deliver the most appropriate and beneficial support to a child.

Types of provision include some or all of the following:

- In class support by the class teacher in small groups or individual
- In class support by a Learning Enhancement tutor
- Small group or individual withdrawal by a Learning Enhancement tutor, following a specific programme of work
- When appropriate, with external agencies e.g. Speech Therapists

There is an additional charge for individual and small group lessons with Learning Enhancement tutors.

The Learning Enhancement Department includes assistants and qualified teachers who carry various experience and qualifications in supporting pupils with a range of learning differences. The department has its own classroom which is well resourced with specialist equipment for 1-1 and small group sessions and includes a catalogue of SEND resources for each subject area, an interactive whiteboard, a variety of reading material, games, worksheets and specialist ICT programs.

All information gained is to support planning in order to aid progress.

SEND support

Should a pupil not make adequate progression after a substantial period of intervention and review then the class teacher, in consultation with the SENDCo and parents/carers may decide to seek help from support agencies outside of the School to support the child's specific needs. These may include professionals from health services, social services, support services or the educational psychology service may be involved with the child. The cost of the assessment by an outside agency will be borne by the parents/guardian of the child concerned. External support services provide a more specialist assessment and will write a report on the pupil's ability, strengths and weaknesses. It will also give advice on targets for the pupil, the use of appropriate teaching strategies and information on relevant teaching and support materials. The child will be placed on SEND support.

The class teacher, working with the SENDCo, is responsible for making sure that the outside agencies have full access to any information on the pupil. The outside agencies will assess the pupil and in conjunction with the class teacher and SENDCo set up a further teaching programme with agreed targets and a review date. Following the recommendations of a particular specialist report, it may be that the child needs on going help from specialist therapists, in which case the parents would be required to pay for their services. The Individual Education Plan will be reviewed at least twice a year to ensure that appropriate targets are set to provide success for the child and to measure progress.

Parents are to be involved and kept informed of progress, assessments and review dates. In a very few cases if the child fails to make progress after 2/3 reviews even with the help and support of outside agencies, it may be necessary for the School, in consultation with

parent/carers and outside agencies, to consider whether a statutory assessment may be appropriate. LA guidance will be used to help make any such decisions.

Statutory Assessment

At this stage the School along with the support services involved, make a case for the LA to formally assess the child with a view to gaining an Education, Health Care Plan (EHC Plan). The LA must respond to the request within the maximum of 6 weeks but legally as soon as it is able to. The Educational Psychologist and other agencies involved with the child will liaise with the class teacher, SENDCo and parents at this juncture. For pupils in receipt of an EHC Plan, the School will work closely with the local authority in respect of funding arrangements.

The LA together with outside agencies will decide if a child needs formal assessment or not. After formal assessment, if an EHC Plan is issued, this will set out the legal guidelines on provision for the child.

Individual Education Plans

When a student requires additional SEND support, following interventions/adjustment and good quality personalised teaching, an Individual Education Plan must be drawn up. The aim of this is:

- To make teachers aware of the pupils' problems
- To highlight the areas to be developed
- To set clear targets for the pupil to achieve
- To track the provision the pupil receives

Where the class teacher is largely responsible for the child's learning e.g. Reception – Year 4, the Individual Education Plan will be compiled by the class teacher in consultation with the SENDCo and must be signed. In all other cases the Individual Education Plan will be compiled by the SENDCo in consultation with subject teachers.

Parent/Carer involvement: Parents of the child should meet with the class teacher to discuss targets for the child and consider setting a target for home. 'Schools should meet parents at least three times each year and meetings should, whenever possible, be aligned with the normal cycle of discussions with parents of all pupils. They will, however, be longer than most parent-teacher meetings.' (SEND code of practice 2014).

Pupil involvement: The targets should be discussed informally with the child and their class teacher. The targets set will relate to the areas of concern and no more than three or four interventions should be taking place at a time. They should be:

- S** - small
- M** - measurable
- A** - attainable
- R** - realistic
- T** - timed

If after two/three periods of review under the Individual Education Plan process a pupil is failing to make progress, then further intervention/adjustments will be implemented. Where

progress occurs, the pupil will be moved to Intervention or Concern and be monitored. The latter is the process for exiting the S.E.N.D register. A cycle of Assess-Plan-Do-Review is the operative process.

Special Educational Need in the Early Years

Wherever possible, the school will endeavour to ensure the provision is accessible for learners with learning differences, such as by making small changes to the layout of classrooms and availability of specialist resources. However, each case is considered on an individual basis and discussed with members of the Early Years staff and the parents to ensure the needs can suitably be catered for.

Where a practitioner has concerns about a child's progress and attainment levels and it is deemed that they are behind expected levels, they should liaise with the SENDCo in the first instance and keep parents informed. The methodology outlined in 'Early Help' (Working Together, July 2018) will offer guidance and a system of 'assess, plan, do and review' will be adopted. Through an on-going monitoring and review period, the SENDCo may then advise on the writing up of a Learning Plan to set clear targets as deemed appropriate and based upon the individual case. Parents are always informed if their child is receiving SEND support and kept up to date on progress through regular meetings.

In such an instance, an appropriate version of the IEP is drawn up and shared with parents, with a copy given, and takes into account the four main areas of need : communication and interaction, cognition and learning, social emotional and mental health and sensory and/or physical needs. The plan is followed up with parents on a regular basis and reviewed for suitability of targets before the end of each term and at earlier intervals, if circumstances change. Where the decision is taken to involve external specialists, the parents are involved in the discussion and at the heart of the decision-making with guidance followed for those pupils with an EHC drawing up.

For pupils who have also English as an additional language, reasonable steps will be taken to provide opportunities for them to develop and use their home language in play and learning, to support their language development at home, and to ensure that they also have sufficient opportunities to learn and to reach a good standard in English language.

Inclusion

We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems of early identification of barriers to learning and participation.

SMSC Development (spiritual, moral, social and cultural)

Birchfield School is committed to creating an ethos that fosters the spiritual, moral, social and cultural development of pupils at all times. All members of the School community strive to promote this ethos through everything that they do both in and out of the classroom.

Admissions

Provision for children with SEND is a matter for the School as a whole. We welcome all children to our School and endeavour to ensure that the appropriate provision is made to cater for their needs.

All children with SEND play a full part in the daily life of the School and are encouraged to join in all activities. If additional provision is necessary, the parents/carers are always informed.

Pupils with EHC plans or other similar provision requirements may be admitted into the School and fully integrated unless it would be incompatible with the efficient education of other children with whom the child would be educated, or with the efficient use of resources. Please refer to the Admissions Policy of the school.

Success Criteria

The policy will be considered successful if:

- Staff find the policy to be a useful working document, know how to keep records and write IEPs and understand the different stages of the SEND register.
- There is quick intervention and provision of support for students with S.E.N.D.
- The professional bodies concerned are satisfied with the child's progress.
- There is success in meeting the targets set out in the IEP.
- Parent and pupil satisfaction with provision and progress.
- The percentage of pupils moving down or coming off the S.E.N.D register.
- Pupil's attainment e.g. increase in reading and comprehension levels over time, etc.
- Positive teacher and parent comment.
- Senior Management involved in S.E.N.D issues and the inclusion of S.E.N.D issues in development planning at all levels.
- Percentage of pupils whose parents were seen by staff on Parents Evenings, at IEP review meetings and Annual Reviews.

Complaints procedure

All parents with children on the S.E.N.D register will be informed of the fact and be made aware that the class teacher and the SENDCo are always available in school to answer any queries they may have. We operate an open-door policy.

Any parent dissatisfied with any aspect of SEND provision should, in the first instance, discuss any concerns with the class teacher and/or SENDCo. In the event of a parent/carer not being satisfied with provision after contacting the class teacher and/or SENDCo, they should make an appointment with the Headmistress to discuss their concerns.

Further reference should be made to the Complaints Policy.

Partnerships with parents

Birchfield School has an open door policy and all parents of children with S.E.N.D are encouraged to make contact with the class teacher and SENDCo to form an effective working partnership. The views of parents form an integral part of the annual review and they are made to feel welcome. Review meetings are arranged at a time convenient for them to attend and their views of the pupil's provision are paramount to the successful implementation of that provision.

A partnership is essential with parents of children with S.E.N.D because the aim is to create a situation where parents do not feel afraid or apprehensive about contacting the School.