

SEND Policy

Little Sutton Primary School



Approved by:

[Name]

Date: [Date]

Last reviewed on:

Next review due by:

Contents

1. Aims.....	2
2. Legislation and guidance	3
3. Definitions	3
4. Roles and responsibilities	3
5. SEN information report.....	4
6. Monitoring arrangements	11
7. Links with other policies and documents	12

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice. This policy has been produced in consultation with Pupil and School Support and the School's Governor for SEND.

In providing for those pupils defined as having Special Educational Needs and Disabilities (SEND) at Little Sutton Primary we seek to:

- Ensure that all pupils are valued equally;
- 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 early years settings such as nurseries prior to the child's entry into the school;
- 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;
- Promote a positive self-image and self-worth of all children in the school;
- Ensure that classroom management, teaching and differentiation of work is appropriate to the individual needs of the child and that all children make at least good progress;
- Promote an awareness of physical, emotional, behavioural and social needs of pupils within our school;
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be coordinated by the Inclusion Manager and Head Teacher 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;
- Operate a whole pupil, whole school approach to the management of provision of support for SEND;
- Work with parents to gain a better understanding of their children 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;

- Raise awareness of staff, pupils, parents and governors of the needs identified;
- Work proactively with the local authority and outside support agencies in identifying, assessing and meeting special educational needs and disabilities that cannot be met by the school alone. Some of these services include Pupil and School Support (PSS), Communication and Autism Team (CAT), Educational Psychology Service (EPS), Speech and Language Therapy (S&L), Children and Adult Mental Health Service (CAMHS);
- Maintain and develop a range of expertise within the school by training all staff regarding SEND;
- Monitor, review and evaluate policy and provision on a regular systematic basis;
- 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 opinions of their own needs. There is careful monitoring of the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays and sports teams; and
- School will provide a Special Educational Needs Co-Ordinator (SENCo).

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, SEN co-ordinators (SENCOs) and the SEND 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

Mrs Helen Wilson is the school's Inclusion Manager. As part of her role, she is the Special Educational Needs Co-Ordinator (SENCo). She can be contacted at sen@littlesu.bham.sch.uk or on 0121 464 4494.

She 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 (including its development and implementation) 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 regarding reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The Governor for SEND is Mrs Joanne Warren. She will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability 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 is Mrs Rachel Davis. She will:

- Work with the SENCO and Governor for SEND 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
- Cognition and learning, for example, Dyslexia, Dyspraxia, Dyscalculia
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEND 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 assessments of progress for all pupils and identify those whose 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 areas other than academic attainment, for example, social 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.

Within our school/setting we identify the needs of pupils by considering the needs of the whole child which includes not just the special educational needs of the child or young person. '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 them from making use of educational 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.'

(SEND Code of Practice, 2014)

We consider what is not SEND but may impact on progress and attainment:

- Disability (the Code of Practice outlines the "*reasonable adjustment*" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- 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

The SEND Code of Practice describes four categories of need, including:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/ or physical needs.

The purpose of identification is to work out what action the school need to take, not to fit a pupil into a category. At Little Sutton Primary School, we seek to identify the needs of pupils by considering the needs of the whole child.

5.3 Consulting and involving pupils and parents/ guardians/carers

We will have an early discussion with the pupil and their parents/guardians/carers 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 concerns of parents/guardians/carers
- 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/guardians/carers.

We will formally notify parents/guardians/carers when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

In order to achieve the best possible outcomes for pupils with SEND, we will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

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. 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 reviews 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 effective. Where the 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 discuss the adjustments, interventions and support that are required; the impact on progress or development that is expected. 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 targets; 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 targeted support may at times involve group or one-to-one teaching away from the main class teacher. Support with further assessment of the pupil's strengths and areas for development, 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. 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 parents/guardians/carers. The class teacher, supported where appropriate by 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. Parents/guardians/parents will be invited on a termly basis to discuss progress made on targets set.

The class or subject 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.
- Other teachers' assessments, 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, if relevant

The assessment will be reviewed regularly.

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. Some children and young people on the SEND Register may have more significant SEND and there may be a number of specialist services involved with the child and their family.

Some children and young people on the SEN Register may have more significant SEN, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, then a SEND (SSPP) will be developed to demonstrate the provision in place for the child where the needs are complex and require multi-agency involvement, to build up a picture of need and provision over time.

Where the provision does require an Education, Health and Care Plan (EHCP) in order to support delivery a request can be made for an assessment of need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the issuing of an EHCP which will bring together health and social care needs, as well as their special educational needs and provision. Children with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by school and also through an annual review, where the outcomes on the EHCP will be considered.

5.5. Criteria for Exiting the SEN Register

Children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer at the end of each monitoring cycle.

5.6 Supporting pupils moving between phases and preparing for adulthood

If a child has additional needs and is in a pre-school setting, we liaise with the relevant staff and any outside agencies to gain as much information as possible about the child's needs. This may include attending meetings, visiting the child in their setting and arranging additional meetings and visits within our own setting as appropriate.

A child's annual transition within our school is supported by staff, parent/guardians/carers and outside agencies as appropriate to the child. When a child moves to a new school, we ensure that all information regarding the child's special educational needs is transferred. We will arrange additional visits and will invite the Senco to meet with staff and parents. When pupils are at the point of transferring to a new school or transitioning to Key Stage 3, links are made with their secondary school SEND teams as soon as the new school is confirmed and a transition package is carefully arranged. This process will involve the SENCO, class teacher, external agency representatives (where appropriate), parents and pupil.

5.7 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Graduated Approach

An Individual Target Plan (ITP) is used to support the implementation of identified support. The ITP is implemented through quality first teaching targeted at the pupil's areas of weakness and supporting the further development of strengths. The targets are shared with the pupil and used as their success criteria where appropriate. The pupil is informed of progress against ITP criteria through conversation and marking. The ITP is a working document. As a monitoring tool, it contains evidence of progress towards achieving the targets. Comments are dated and reference is made as to where the evidence can be found. Any adult working with the child contributes to the ITP.

5.8 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, teaching style and content of the lesson
- Using recommended aids, such as laptops, iPad, reading pens, coloured overlays, visual timetables, larger font
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.
- Adapting our resources

5.9 Additional support for learning

As part of the Plan, DO, Review progress, the most appropriate methods of support are decided on an individual basis. This may include:

- 1 to 1 support completing Word Wasp activities
- Fine and gross motor support
- Social skills support through Lego Therapy or Lunch-time club
- Individual Target Plan (for academic or social targets)

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

- Pupil and School Support (PSS)
- Communication and Autism Team (CAT)
- Educational Psychologist (EP)
- Speech and Language Therapist (S& LT)
- Occupational Therapist (OT)

5.10 Expertise and training of staff

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND support and training from SEND services where necessary.

- The Head Teacher and SENCo oversee the school's policy for SEND and are responsible for ensuring that it is implemented effectively throughout the school. The SENCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.
- The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.
- Regular training and learning opportunities for staff on the subject of SEND are provided both in school and across the Learning Trust for Excellence. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes information with regard to SEND to explain the systems and structures in place around the school's SEND provision and practise and to discuss the needs of individual pupils.
- The school's Inclusion Manager regularly attend SENCO network meetings in order to keep up to date with local and national updates in SEND. The Inclusion Manager also attends relevant SEND courses and Learning Trust for Excellence SENCO meetings and facilitates relevant SEND focused training opportunities for all staff as we recognise the need to train all our staff on SEND issues.

Our SENCO has been in this role for eleven years. She has allocated time each week to manage SEND provision.

Teachers and Teaching Assistants regularly receive training to support them with the provision of SEND support for pupils. Some training is aimed at general SEND support, other training is customised to support the needs of a specific pupil. This may involve bespoke training from external agencies such as the Communication and Autism Team or Pupil and School Support, or may require staff members to attend a training course.

5.11 Securing equipment and facilities

It may be appropriate for a pupil to gain specialist equipment for their SEND. These may include a pencil grip, writing wedge, coloured overlays, reading pen, laptop, iPad, ear defenders and many more. Equipment is based on an individual need where reasonable adjustments are made. The school's SEND budget is used to purchase such items with the support of the SENCO.

5.12 Evaluating the effectiveness of SEND provision

Our school regularly and carefully monitors and evaluates the quality of provision we offer all pupils. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils. In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, governors, parents and pupils throughout the year. This is done in the form of staff discussion and through progress meetings with parents. Pupil progress will be monitored on a termly basis.

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

- Reviewing pupils' individual progress towards their goals each term through an ITP review meeting
- Reviewing the impact of interventions
- Using pupil questionnaires (pupil voice)
- Using parent/ guardians/guardians/carers questionnaires
- Monitoring by the SENCO
- Using provision maps and or pupil trackers to measure progress
- Holding annual reviews for pupils with EHC plans

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

We endeavor to support all pupils to be able to participate and enjoy all activities available in school. Where appropriate, reasonable adjustments are made in collaboration with the pupil, parents and sometimes outside agencies.

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip at the end of Year 6.
- All pupils are encouraged to take part in sports day, school plays and special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEND.

The school Accessibility Plan is available on the school website: www.littlesu.bham.sch.uk

5.14 Support for improving emotional and social development

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

- A social skills group is available at lunchtimes.
- Lego Therapy Club runs once per week.
- Mental Health First Aiders are available to talk to.

We have a zero-tolerance approach to bullying.

The school Anti-bullying Policy can be found on the school website: www.littlesu.bham.sch.uk

5.14 Working with other agencies

In order to meet the needs of individual pupils' SEND and to support their families, it is sometimes necessary to seek the support and guidance of external agencies, including health and social care bodies, Local Authority support services and voluntary sector organisations. If school feel that your child requires this level of support, it will be discussed with you and your consent will be requested.

5.15 Complaints about SEND provision

If a parent/guardian/carer has any concerns or complaints regarding the care or welfare of their child, they are to follow our school's complaints procedure which can be found on the school website. If parents/guardians/carers would like to discuss concerns with the Head Teacher, an appointment can be made with the school office.

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

We are happy to listen to parents concerns and needs providing a sign posting service and making referrals if required i.e. early help referrals.

SENAR

Tel: 0121 303 0829

School Health Advisory Service

Tel: 0121 465 5457

Forward Thinking Birmingham

Tel: 0121 250 1560

Child Development Centre

Tel: 0121 465 1582

Birmingham Children's Trust

Tel: 0121 303 1888

SEND Information Advice Support Service

Tel: 0121 303 5004

5.17 Contact details for raising concerns

If you have any concerns regarding the progress of your children or any other SEND related matter, please contact your child's class teacher. Alternatively, please contact Mrs Wilson on sen@littlesu.bham.sch.uk or ring the school office on 0121 464 4494. Please leave a brief message including the following information:

- Your name
- Child's name and class
- Brief description of concern
- Best contact telephone number or email address

5.18 The local authority local offer

Each year, our school updates and publishes a SEND Information Report.

For our contribution to the local offer, follow this link: <http://littlesu.org/wp-content/uploads/2020/03/lsp-sen-offer-v4-1.pdf>

Our local authority's local offer is published here: www.localofferbirmingham.co.uk

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs Wilson (Inclusion Manager) 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
- Equality information and objectives
- Supporting pupils with medical conditions

Supporting Pupils at School with Medical Conditions

We recognise that children and young people 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 and young people 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 may also have SEND and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice is followed. Arrangements in place in your school to support children are described further in our policy: Supporting pupils with medical conditions.

Storing and Managing Information

All documents relating to children and young people on the SEND Register are stored in a locked location within school. Documents are kept until a young person reaches the age of 25 years. During transition to other schools, documents are passed on with the consent of parents/guardians/ carers.