



# **Special Education Needs and Disabilities Policy**

Policy agreed: March 2019

Policy review date: March 2022

Approved by: Full Governing Board 27.3.19

## Introduction

The Special Educational Needs and Disabilities Policy is part of the LA's Inclusion Policy and also supports the Statement of Inclusion in the National Curriculum.

The 1993 Education Act required the Secretary of State to issue a Code of Practice giving practical guidance to LAs and the Governing Bodies of all maintained schools on their responsibilities towards all children with Special Educational Needs (SEN).

In January 2002 this was revised and the Code of Practice on the Identification and Assessment of Pupils with Special Educational Needs along with the Disability Rights and SEN Bill took effect.

This policy now complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents

- Equality Act 2010 : advice for schools DfE June 2014
- SEND Code of Practice: 0-25 years (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2012

This policy was created by Karen Conway (Inclusion Leader) with Clare Kenny (SEND governor) in liaison with the SLT, staff and the parents at Walmley Junior School.

If you have any queries about SEND at Walmley Junior School, Karen Conway should be contacted on 0121 351 1346.

Additional queries can be directed towards Stuart Pearson (Headteacher) and advocate for SEND on the senior leadership team.

Information about SEND can also be found on our website within the SEND Information Report 2014, which can be found here: <http://www.walmley-jun.bham.sch.uk/index.php/parents/send>

## Links with other school policies

This policy should be viewed in conjunction with all other school policies.

## Interpretation of Special Educational Needs

Within our school we identify the needs of pupils by considering the needs of the whole child which includes not just the special education needs of the child. A child has a special educational need or disability if he/she has a difficulty that calls for special educational provision to be made for him/her. The SEND Code of Practice considers the four following areas of SEND:

1. Communication and interaction
2. Cognition and learning
3. Social, mental, emotional and health difficulties
4. Sensory and/or physical

A child has a learning difficulty if he/she has;

- a significantly greater difficulty in learning than the majority of children of the same age.
- a disability that either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in mainstream schools or mainstream post 16 institutions.

We also 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
- Being a looked after child
- Being a child of serviceman/woman

A child must not be regarded as having a learning difficulty solely because any of the above circumstances.

Special Educational provision means:

For a child aged between 0 and 25 years of age, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools and colleges other than special schools in the area.

### 1. Basic Information about School's Special Education Provision

The Governing Body does its best to secure the necessary provision for any pupil identified as having SEND. There is a governor who has a specific role to monitor and report on this provision. The nominated governor works closely with the Inclusion Leader so that reports to the Governing Body are up to date.

## i) Principles

At Walmley Junior School we believe:

- all children shall be given access to a broad, balanced and well structured curriculum including the National Curriculum suitable to their needs - by using a flexible approach
- all children are entitled to experience success;
- consideration of SEND crosses all curriculum areas and all aspects of teaching and learning;
- all special educational provision is more effective if pupils and parents are fully involved and informed;
- the class teacher is responsible for meeting the special educational needs of pupils in their class within the constraints of the resources of the school;
- special provision should relate to the individual needs of the pupil.

## ii) Objectives

- to identify, as early as possible, the individual needs of all pupils and make appropriate provision;
- to provide individual education targets for pupils with special needs and involve the parents and pupils in the planning and implementation process;
- to recognise any children with dyslexia type difficulties, involve their parents and adapt teaching and general classroom practice accordingly.
- to employ a flexible range of teaching strategies that are additional to and different from those generally made for their peer group.
- to recognise gifted and talented children and to make provision to develop their potential;
- to recognise that some children will need 'nurture support', either long or short term, following a change in circumstances, bereavement and loss.

## 2. Co-ordination of Special Educational Needs

The school has a non-class based Inclusion Leader (Karen Conway) who is also the Special Educational Needs Coordinator (SENCO). She co-ordinates provision for children with SEND across the whole school.

The role of the Inclusion Leader within the school is:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant designated teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support and deliver or arrange staff training where appropriate
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- taking an active role in our networking groups, attending meetings when required
- ensuring that the school keeps the records of all pupils with SEND up to date

The Headteacher has the responsibility for the day-to-day management of all aspects of the school's work including provision for pupils with special educational needs. He will keep the governing body fully informed and will work closely with the Inclusion Leader.

Teaching Assistants and Learning Support Assistants work with pupils throughout the age range.

#### **4. Admission Arrangements**

Walmley Junior School follows admission arrangements as laid down by Birmingham LA and its site is suitable for children with physical difficulties.

#### **5. School Specialisms**

All staff have experience of working with children of varied abilities and needs.

#### **6. Building Accessibility**

The school site is suitable for children with physical disabilities. We have two areas suitable for those with physical difficulties. The site has a dropped kerb, ramps and doors wide enough to enable wheelchair access. Please see guidance in Accessibility Plan.

#### **7. Resources**

Funding for SEND is allocated by the LA to enable the school to fulfil its statutory obligation. The Headteacher uses much of this to provide appropriate SEND staffing, but an element of funding is delegated to the Inclusion Leader for:

- resources to support children with SEND
- addressing training needs of herself and other staff
- traded services of external specialist support (Educational Psychologist, Speech and Language Therapy etc.).

#### **8. Identification, Assessment and Review Procedures (Assess, Plan, Do, Review)**

Pupils with special educational needs are identified as early as possible from various sources: prior assessment in the Infant School, parental concern, initial teacher assessment in Yr 3, concerns from teaching and support staff, National Curriculum assessments (SATs), standardised ability tests, regular teacher assessments and previous school records/reports. The information forms the basis for planning of a differentiated programme to meet a recognised need.

The Code of Practice sets out four graduations of intervention to be followed. These graduations are seen as a continuous and systematic cycle of assessment, planning, intervention and review. In addition to these four levels, the Inclusion Leader maintains a list of 'school concerns'.

'Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special education provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing

understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.' (6.44 page 89 - SEND Code of Practice)

Teachers are responsible and accountable for the progress and the development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

## **Our approach to identification (Assess, Plan, Do, Review)**

### **Assess**

Teachers or parents raise a concern about a pupil's rate of progress. Teachers, with the support of the Inclusion Leader, will carry out an analysis of need, drawing on teacher assessment, previous progress/attainment, individual's development in comparison to their peers and national data, views of parents and external support services, if necessary.

Assessments will be reviewed regularly.

### **Plan**

The teacher and Inclusion Leader will agree, in consultation with the parent and child if appropriate, adjustments, interventions and support to be put in place, along with expected progress with a clear date for review. All staff who work with the child will be made aware of this. This will be recorded in the child's ILP.

### **Do**

The teacher remains responsible for the child, regardless of who delivers lessons/interventions. They will work closely with Teaching Assistants (TAs) involved to plan and assess the impact of support/intervention and how they can be linked to classroom teaching. The Inclusion Leader will support the teacher as needed.

### **Review**

The effectiveness of support and interventions and their impact on the pupil's progress will be reviewed at or before the agreed date. Parents will have clear information about the impact of support and interventions provided and be involved in next steps.

EHCPs must be reviewed at least annually.

## **Individual Learning Profiles.**

In partnership with the pupil, parents and the team around the child including appropriate agencies, an Individual Learning Profile will be created. These are reviewed 4 times a year and updated to ensure they continue to reference personalised learning and provide living records of what needs have been identified and how to remove key barriers to learning effectively. They will include short term targets, agreed between the teacher, Inclusion Leader, the parent and the child.

## **Criteria for exiting the SEND List**

Although in the first instance it is our intention that we provide short term appropriate support to enable our pupils to succeed, at times pupils may require longer term support. Any movement through or from the Code of Practice stages will be done through consultation with the Inclusion Leader, class teacher, parents and where appropriate the pupil.

## 9. Monitoring children's progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers will need to consult with the Inclusion Leader to consider further support. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- matches or betters the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates improvements in the child's behaviour.

## 10. Targeted Support

When a class teacher or the Inclusion Leader identifies a child with SEND, the class teacher will provide interventions that are additional to and different from those provided as part of the school's usual differentiated curriculum. The triggers for intervention through this category of support will be concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities makes:

- little or no progress even when teaching approaches are targeted particularly in a child's identified areas of weakness;
- shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties which are not improved by the behaviour management 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 despite the provision of a differentiated curriculum;
- continues working at a level substantially below that expected of pupils of a similar age.

## 11. Specialist Support

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's needs, school will consider involving specialist support, including those from outside agencies. Parental consent will always be asked for before involving an outside agency.

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the Inclusion Leader may contact them if the parent agrees.

The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the child directly. The strategies for supporting the child will be implemented, at least in part, in the normal classroom setting.

## **12. Nature of intervention**

The Inclusion Leader and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- different learning materials or special equipment;
- some group or individual support;
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies;
- access to LA support services for one-off or occasional advice on strategies or equipment.

## **13. Assessment and Review of progress**

The targets will reflect that which is additional to, or different from, the differentiated curriculum. Parents will be invited in to school to review targets at least termly, where a decision will be taken as to the next stage in the progressive strategy approach. In some cases the review will be chaired by the Inclusion Leader and school staff, support agencies (where relevant) parents and pupils will be invited to attend.

## **14. Education HealthCare Plan (EHCP)**

Where, despite the school having taken relevant action to identify, assess and meet the SEN of a child, the child is not making expected progress, the school will consider requesting an Education, Health and Care assessment. This can also be requested by parents or outside agencies.

A request for an EHCP involves consideration by the LA, working co-operatively with parents, the child's school and as appropriate, other agencies, as to whether an EHCP is necessary. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to issue an Education Healthcare Plan (EHCP) outlining the SEN provision.

All EHCPs must be reviewed at least annually with the parents, the pupil, the LA, the school and other professionals involved.

At the review in Year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. This may involve an early review to allow a reasonable time-scale for schools to be visited and a smooth transition to occur.

## **15. Access to the Curriculum & Integration**

The school aims to keep children identified as having SEND in their own classroom following the normal curriculum wherever possible. Special needs will be considered within all areas of curriculum development. The teacher, Inclusion Leader, or Teaching Assistant can support the children within the classroom or to maximise learning, withdraw the children for individual work or to work in a group of other children with similar needs. Withdrawal groups are time-tabled to ensure that access to a broad curriculum is not denied. The Inclusion Leader can provide advice to class teachers to help them differentiate the curriculum for all pupils, especially pupils with special educational needs. Teaching



strategies can include flexible grouping, use of ICT, independent access to resources or opportunities to record learning in a variety of ways.

## **16. Integration of pupils with SEND**

All pupils are valued members of our school and are offered equal opportunities. We aim to recognise the strengths of all pupils and build on these to nurture respect and esteem for oneself and each other in all areas of the curriculum. We have high expectations for all pupils in line with our behaviour policy.

## **17. Evaluation of SEND Provision**

Special Educational Needs and Disabilities will appear as an agenda item at each full meeting of the Governing Body.

The Governing Body will be advised by the Inclusion Leader, the Head and the SEND Governor and if necessary will instigate an action plan to address any perceived problems.

The Governors will evaluate the success of the policy each year with the Inclusion Leader and the SEND Governor.

The SEND Governor will be responsible for:

- monitoring the progress in general of children with special educational needs.
- liaising with the Headteacher and the Inclusion Leader prior to reporting to the Governing Body.

Allocation of resources:

- The Headteacher informs the Governing Body of how the funding allocated to support special educational needs and disabilities has been used.

## **18. Complaints Procedure**

Please refer to the Walmley Junior School Complaints Policy.

## **19. Staff Training**

All teaching and non-teaching staff and governors are aware of, and attend as appropriate, relevant in-service training courses. Support to all staff is given by the Inclusion Leader. The Inclusion Leader attends training courses and feedback is given to staff. When appropriate, school in-service training for SEND will involve other schools and support agencies. The Inclusion Leader is responsible for managing an element of the training budget to address staff training needs in SEND.

## **20. Supporting pupils and families**

Parents are guided towards the LA local offer and can source this through our SEND Information Report on our website.

Outside agencies are available for advice and targeted support level of intervention but their involvement may become more direct at specialist level. The services of the following agencies may be sought for advice, support, materials and equipment.

- Pupil School Support
- Educational Psychology Service
- Speech and Language Therapy Service
- Physical Difficulties Support Service

- Child and Mental Health Service (CAMHS)
- Occupational Therapist
- Wilson Stuart Outreach Services
- Visual Impairment Support
- Communication and Autism Team

## **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. Where children in school have disabilities we comply with our duties under the Equality Act 2010.

Please refer to our policy for supporting pupils with medical conditions.

## **21. Parental Involvement**

Parents are involved at all stages of planning for provision and reviewing progress of pupils with SEND. Parents will in the first instance discuss their child's progress with the class teacher at parents' evening or other points in the year as necessary. Additional review meetings are available should they be needed which will involve the pupil, his or her parents, teacher, Inclusion Leader, and support staff whenever possible. We welcome parental participation and support for all our pupils and see parents as valuable partners in the provision for pupils with SEND. Their contribution at all stages of intervention is an essential part of the individual programme drawn up for each pupil. Concerns from parents are important and a pupil's teacher will act upon them and keep the parent informed.

The pupil is involved in planning and agreeing targets to meet their needs and also in reviewing progress made.

## **22. Links with Other Schools**

Where children with SEND transfer to another school appropriate advice will always be given to the receiving school. KS1/KS2 transition arrangements ensure that the Inclusion Leader attends the final review in Year 2 and that appropriate targets are in place for the start of Year 3. KS2/3 transition arrangements are also discussed in detail with the receiving school, usually with the SENCO from that school attending the final review meeting.