



Special Educational Needs and Disability (SEND) Policy

December 2019

Key Individuals

Acting Head Teacher: Mrs J Cook

SENDCos (SLT members) – EYFS/KS1 SENCo – Mrs G Dunckley (National Award for SENCo)
KS2 SENCo – Miss German (National Award for SENCo)

Contact Details: 01384 818335

School Governor for SEND responsibility: Mrs S Hyde

Designated Teacher with Specific Safeguarding Responsibility: Mrs J Cook

Designated Teacher for Looked After Children: Mrs J Cook

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.

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1. Aims

Our SEND policy aims to:

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

Our provision of SEND aims to:

- Identify the needs of pupils with SEND as early as possible.

This is most effectively done by gathering information from parents, education, health and care services and early years settings.

- Monitor the progress of all pupils to aid the identification of pupils with SEND.
- 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 SEND Team and Headteacher. Attainment and progress will be carefully monitored and regularly reviewed to ensure that individual targets are 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 collaboratively with outside agencies where necessary.

2. Legislation and Guidance

This policy 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 SEND and disabilities.

- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report.
- Keeping Children Safe in Education 2019, which sets out guidance for schools on safeguarding children.

This policy also complies with our funding agreement and articles of association.

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.

3. Roles and Responsibilities

3.1 The SEND Team

The SEND Team will:

- Work with the headteacher 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 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 Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

3.2 The SEND governor

The SEND governor 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 headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

3.3 The headteacher

The headteacher will:

- Work with the SENDCo and SEND governor 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 and/or a disability

3.4 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 SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

The designated teachers with specific Safeguarding Responsibilities are:

Jane Cook (Acting-Headteacher), Jenny Kettle (Acting-Deputy Head), Gill Dunckley (SENDCo), Deb German (SENDCo), Marie Pickett (Year 5/6 Phase Leader), Alex Price (Foundation Stage Manager) and Laura Skirving (Year 3/4 Phase Leader)

4. Overview of SEND Provision

4.1 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

Pupils with speech, language and communication needs have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what has been said or they find it difficult to understand the use of social rules and communication.

- Cognition and learning

Learning difficulties cover a wide range of needs, including moderate, severe or profound and multiple learning difficulties. Pupils may have specific learning difficulties, encompassing a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- Social, emotional and mental health difficulties

Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging or disruptive behaviour. Pupils may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- Sensory and/or physical needs

Many pupils with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to

access their learning. Some pupils with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

4.2 Identifying pupils with SEND and assessing their needs

All children's progress – academically, socially and emotionally, is constantly monitored by teachers and the Senior Leadership Team. Any concerns about a child are dealt with immediately with the relevant professionals informed. Parents are able to discuss their child's progress with either the class teacher, the SENDCo or the Senior Leadership Team.

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 attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

During termly pupil progress meetings between the phase leader, class teacher and SENDCo's, recent attainment and progress of all pupils is considered. Pupils are identified who have made less than expected progress given their age and individual circumstances. Pupils making less than expected progress over time may be assessed for specific types of special need. 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.

Identifying and assessing SEND for children or young people whose first language is not English requires particular care. We look carefully at all aspects

of a pupil's performance in different areas of learning and development or subjects to establish pupils' needs. Difficulties related solely to limitations in English as an additional language are not SEND.

4.3 Consulting and involving pupils and parents / carers

Objective

At Amblecote Primary School, we believe that a close working relationship with parents and pupils is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEND
- Personal and academic targets are set and met effectively

Structured conversations

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These structured conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps following the assess, plan, do review cycle

Notes of discussions will be added to the pupil's record. We will formally notify parents when it is decided that a pupil will receive SEND support.

Additional support

- Suggested strategies for parents to support their child's learning at home. When relevant, individual training in specific support strategies will be offered e.g. Triple P.

- Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up relating to the provision for their child.
- Prior to meetings, parents are given the opportunity to complete a Parent Perspective Sheet and pupils complete their own perspective sheet.

4.4 Assessing and reviewing pupils' progress towards outcomes

The aim of formally identifying a pupil with special educational needs is to help the school ensure that effective provision is put in place and so remove barriers to learning. We will follow the graduated approach and the cycle of assess, plan, do, review.

The class or subject teacher will work with the SENDCo 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 and behaviour
- 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. These will be recorded by class teachers in an individual Learning Plan. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

4.5 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their outcomes each term
- Reviewing the impact of interventions every term

- Reviewing levels of attainment and progress each term (reading, writing, maths and SPAG data)
- Using pupil and parent questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with Education and Health Care Plans

4.6 Transition

- At Amblecote we understand how difficult transitions can be for all pupils, especially those with SEND, therefore we liaise closely with the school or nursery your child is transferring from or to. We agree with parents and pupils which information will be shared as part of this. There are discussions with teachers regarding individual needs, specialists are invited to share information.
- The Senior Leadership Team support parents in making their decision on the selection of the appropriate secondary school for their child and assist them in the application process. Amblecote Primary School makes arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice.
- While pupils are at Amblecote Primary School, we take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils' needs, learning progress and best support strategies.
- If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews. Our SENDCo will be involved in the transition process and a transition plan will be arranged with the new school.

5. Our approach to teaching pupils with SEND

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

At Amblecote Primary School we have a 3 tiered approach to supporting your child's learning.

1. Universal

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. Amblecote Primary School regards partnership teaching as an essential tool to improve outcomes for all learners. We invest heavily in it and it is through partnership teaching that we secure access to the curriculum for all our children.

2. Targeted

It may be appropriate for a child to receive time limited additional support, to accelerate progress and therefore remove barriers to learning. Specific targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.

3. Specialist

If a child does not make progress over time, it may be necessary to seek specialist advice. This may result in regular long or short term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. The school may need to prioritise referrals to these services.

Specialist: Education Health and Care Plan

The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child, to secure improved outcomes for him/her across education, health and social care and, as he/she gets older, prepare for adulthood.

An EHC Plan will contain;

- the views and aspirations of you and your child,
- a full description of his/her special educational needs and any health and social care needs,
- establish outcomes for your child's progress.
- specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes

You, your child) and/or the school, usually the SENDCo or Headteacher, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

5.1 Adaptations to the curriculum and learning environment

- Teachers plan lessons according to the specific needs of all groups of children in their class. All lessons offer the challenge and support for each child to learn and progress to the best of their ability. It may be appropriate to adopt different strategies or resources and adapt outcomes to meet a child's learning needs.
- Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.
- Recommended aids are used where appropriate, such as netbooks, coloured overlays, visual timetables and boxes font.
- If progress continues to be less than expected, the class teacher and SENDCo will assess whether the child has a specific educational need. While there is further assessment, including gathering information from the pupil and their parents, targeted or specialist interventions may be put in place in order to support and help identify a child's particular needs.
- A delay in learning and development in the early years may or may not indicate that a child has SEND. If there are concerns, there will be an assessment to determine whether there are any causal factors. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach would be adopted.

5.2 Additional support for learning

We have a number of Teaching Assistants who are trained to deliver interventions.

Teaching Assistants support pupils on a 1:1 basis and in small groups.

Amblecote Primary School runs a learning/nurture class called 'The Learning Cave' for 10 pupils in Year 4,5 and 6.

5.3 Expertise and training of staff

There are two SENDCos at Amblecote Primary School. We regularly review the school training schedule and professional development for all teaching and

support staff to ensure we maintain the appropriate expertise to support children with special educational needs. The School is able to access training programs from different organisations including the Educational Psychology Service, Speech and Language Service, Autism Outreach, ACES training from Barnardos and the school has very strong links with Mary Stevens Hospice who support with Bereavement training. Individual training can also be arranged when necessary. The SENDCo regularly attends the SENDCo network meetings in order to keep up to date with the local and national updates in SEND. A delay in learning and development in the early years may or may not indicate that a child has SEND.

5.4 Supporting pupils with medical conditions

Amblecote Primary 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 children may also have special educational needs (SEND) and may have an Education Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. Amblecote Primary School has a medicine policy, which supports parents/carers with the management of their child's medication within school. Staff regularly undergo training in key areas such as asthma, diabetes, epilepsy and the use of EPI pens.

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

Amblecote Primary School is an inclusive school and committed to providing equal opportunities for all.

- All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. Adaptations to residential programmes are made, when needed.
- School clubs, educational visits and trips are available to all children. There is a wide range of additional educational activities outside the classrooms, such as visits to museums, libraries and the theatre. We ensure that all pupils including those with special educational needs and/or disabilities are always included.

- When necessary the School will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities.
- Parents are able to contact their child's class teacher if they have any concerns.
- All pupils are encouraged to take part in sports day/school plays/special workshops
- No pupil is ever excluded from taking part in these activities because of their SEND or disability.

5.6 Support for improving social and emotional development

At Amblecote Primary School we are committed to our core values. These are embedded within every aspect of school life and help ensure the happiness and well-being of all our children. All members of staff take this aspect of school life very seriously.

In addition the School;

- offers a wide range of activities within school to support children's social and emotional development such as school visits, educational trips, music lessons and links with the community,
- delivers PSHCE as part of the curriculum across the whole school, it provides a framework and some ideas for teaching social and emotional skills within discrete lessons, across subjects and outside the classroom
- operates an open door policy where you are encouraged to make an appointment to meet your child's class teacher or a member of the senior leadership team if you have any concerns.
- has a zero tolerance approach to bullying.
- has a behaviour policy, which is known, used and adhered to by all staff across the School,
- will identify and offer support to children who need specific support with their behaviour.
- works closely with Stourbridge Family Centre
- works closely with Child and Adolescent Mental Health (CAMHS) to deliver a well-being project for families within school.

- runs interventions to support children with development of social communication such as Lego Therapy.

5.7 Working with other agencies

Amblecote Primary School involves including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families. It may be necessary to seek specialist advice and regular long-term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include Educational Psychology, Speech and Language Therapy, School Nurse, Occupational Therapy and Learning Support Service. The school may need to prioritise referrals to these services. Specialist support currently provided at Amblecote Primary School includes Learning Support Service, Autism Outreach, Physical and Medical Impairment Service, Habilitation Service, Visual Impairment service , Physiotherapy, Hearing Impairment service Educational Psychology service, Speech and Language Therapists and Occupational Therapist.

5.8 Complaints about SEND provision

- Initially parents should speak with their child's teacher and/or the SEND Team.
- Then contact the Headteacher or a Deputy Head , who may direct you to the school's Complaints Policy and Procedure .
- 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

6. Monitoring arrangements

This policy and information report will be reviewed by the SEND team 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.

