Park Hill Primary School
Special Educational Needs & Disabilities Policy

'We aim to bring out the best in everyone.'

Adopted: 14/10/26 Review date: Annually

Special Educational Needs & Disabilities Co-ordinator (SENDCo): Mrs Kerry King
SEND Governor: Sahar Ashraf.

"Every teacher is a teacher of every child or young person including those with SEN"

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age;

OR

b) have 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-16institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded 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.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Children and Families Act (2014)
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions
- April 2014
- Statutory Advice on Mental health and Behaviour in Schools (June 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 the school's SENDCo with the SEND Governor in liaison with the SLT, all staff and parents of pupils with SEND.

Contents:

Mission Statement - Page 3
1. Aims and objectives - Page 3
2. Responsibility for the coordination of SEND provision - Page 4
3. Arrangements for coordinating SEND provision - Page 4
4. Admission arrangements - Page 4
5. Specialist SEND provision - Page 4
6. Facilities for pupils with SEN - Page 4
7. Allocation of resources for pupils with SEND -Page 4
8. Identification of pupils' needs - Page 4 - 7
9. Access to the curriculum, information and associated services - Page 7
10. Inclusion of pupils with SEND - Page 7
11. Evaluating the success of provision - Page 7
12. Complaints procedure - Page 7
13. In-service training (CPD) - Page 7
14. Links to support services - Page 8
15. Working in partnership with parents - Page 8
16. Links with other schools - Page 8
17. Links with other agencies and voluntary organisations - Page 8

Mission statement

At Park Hill Primary we aim to bring out the best in everyone.

We do this by building the confidence and self-esteem of our pupils, by teaching respect and by providing the very best learning experiences, to enable them to become lifelong learners.

1. Aims and objectives

Aims

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 & Disabilities Code of Practice.

Objectives

- Staff members seek 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 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.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCo and Senior Leadership Group and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be me the school alone. Some of these services include Language, Learning and Strategic Support (LLSS), Educational Psychology Service, Communication and Autism Team (CAT), Community Paediatricians, Occupational Therapy (OT) and Speech and Language Therapy.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, school trips, school assemblies, sports activities and play leaders in the playground. Learning Mentors work with children on a range of skills.

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Kalsom Khan (Head Teacher).
- The person co-ordinating the day-to-day provision of education for pupils with SEND is Kerry King (SENDCo).

3. Arrangements for coordinating SEND provision

The SENDCo will hold details of all SEND records for individual pupils.

All staff can access:

- The Park Hill Primary School SEND Policy.
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice.
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information available through Birmingham's SEND Local Offer.

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

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

4. Admission arrangements

Please refer to the information contained on our website.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

5. Specialist SEND provision

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 provision and training from SEND services where necessary.

6. Facilities for pupils with SEND

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

7. Allocation of resources for pupils with SEND

- All pupils with SEND have access to Element 1 funding, which is the core funding allocated to schools to meet the standard costs of mainstream education for all pupils. Schools are expected to contribute up to £6,000 of additional support for pupils with SEND from their notional SEN budget (Element 2) before requesting any further top-up funding for pupils with high needs from the Local Authority (Element 3).
- Pupils with high-level or complex needs receive additional funding from the Local Authority, which is allocated following assessment and formal agreement by the Local Authority to ensure appropriate provision and support is in place. It would then be the responsibility of the SENDCo, senior leadership team and governors to agree how the allocation of resources is used.

8. Identification of pupils' needs

<u>Identification</u>

At Park Hill, we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child.

See definition of Special Educational Needs & Disabilities at start of policy.

The SEND Code of Practice (September 2014; 6.14 – 6.35) outlines **four broad areas of need** that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. Some children may have needs that fall under more than one category and their needs may change over time.

Broad Areas of Need

Communication and Interaction
Cognition and Learning
Social, emotional and mental health difficulties
Sensory and / or physical needs

A Graduated Approach:

Quality First Teaching

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

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four–part process:

· Assess
· Plan
· Do
· Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

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

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

Plan

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

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

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

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

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

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process, which is usually requested by the school but can be requested by a parent.

This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals

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

Further information about EHC Plans can found via the SEND Local Offer:

https://www.localofferbirmingham.co.uk/

or by emailing SENAR on:
SENAR@birmingham.gov.uk

or by contacting SENDIASS (SEND Information & Advice Service) on: 0121 303 5004

Education, Health and Care Plans (EHCP)

a. Following Statutory Assessment, an EHCP will be provided by Birmingham Local Authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

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

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

SEND Support Provision Plan (SSPP)

The Local Authority have introduced a way of offering support to children before an application for an EHCP is requested. This is known as a SEND Support Provision Plan (SSPP). An SSPP enables school to identify and monitor a child's needs over a period of time and have access to some additional funding to enable schools to put a provision in place that could not have been put in place without this funding. A SSPP is very similar to an EHCP but it is not a legal document and will not enable a child to access specialist provision.

9. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and with local schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best and celebrate achievements at all levels.

10. Inclusion of pupils with SEND

The Head Teacher and SENDCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services.
Advice will be sought from the City of Birmingham School for children who have behavioural concerns. Where a behavioural incident warrants exclusion, schools have a duty to inform this service.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

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

SEND provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENDCo. These reflect information passed on by the SENDCo at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENDCo and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

12. Complaints procedure

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

13. In-service training (CPD)

We aim to keep all school staff up-to-date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENDCo attends relevant SEND courses, SENDCo networks and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo who will then inform the child's parents.

15. Working in partnerships with parents/carers

Park Hill Primary School believes that a close working relationship with parents is vital in order to ensure:
a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
b) continuing social and academic progress of children with SEND
c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCo may also signpost parents of pupils with SEND to the local authority Information and Advice Service (SENDIASS) where specific advice, guidance and support may be required.

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. 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 in regards to the provision for their child.

The school's SEND governor (Sahar Ashraf) may be contacted at any time in relation to SEND matters.

16. Links with other schools

The school works in partnership with the other schools in the local area. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

17. Links with other agencies and voluntary organisations

Park Hill Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND.

The SENDCo is the designated person responsible for liaising with the following:

- Birmingham Education Psychology Service (EPS)
- Language, Learning and Strategic Support (LLSS)
- Communication and Autism Team (CAT)
- Physical Difficulties Support Team (PDSS)
- Occupational Therapy (OT)
- Sensory Support Team (SST)
- SENAR
- City of Birmingham School (joint responsibility with the Behaviour Co-ordinator)
- Speech and Language Service
- Community Paediatricians
- Specialist Outreach Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

This policy will be reviewed annually.