



# **ASTON TOWER SPECIAL EDUCATIONAL NEEDS POLICY**

DATE	APPROVING BODY	REVIEW DATE
28 <sup>th</sup> March 2023	Full Trust Board	March 2024

# **Aston Tower Special Educational Needs and Disabilities Policy**

The principles, which underpin our Special Educational Needs Policy at Aston Tower, reflect what is set out in the Special Educational Needs Code of Practice, September 2014.

Our Special Educational Needs/Disabilities Co-ordinator (SENCo) is Mrs Rai-Moore.

## **Aims and objectives**

The aims of our SEND policy at Aston Tower are:

- Aspirations of the child and their parents are placed at the centre of everything we do.
- Ensuring early identification, so a child's needs are met to promote the best outcomes
- To create an environment which meets the special educational needs of each child, so that that they can achieve their full potential.
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership.
- To make clear the expectations of all partners in the process.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To ensure support for pupils with medical conditions and full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To identify the roles and responsibilities of all staff in providing for children's special educational needs.
- Ensure reasonable adjustments are made that enable all children to have full access to all elements of the school curriculum.
- To work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all learners.

## **Admission Arrangements**

The admission arrangements for children with SEND are the same as the admission arrangements for all children. Prior to starting school, parents/carers of children with an Education and Health Plan (EHCP), a SEND Support Provision Plan (SSPP) or one pending will be invited to discuss the provision that can be made to meet their identified needs. Outside agencies are consulted to ensure smooth transition.

## **Identifying Special Educational Needs and Disabilities**

We believe that all children have an equal right to a full and rounded education, which will enable them to achieve their full potential. We identify the needs of pupils by considering the needs of the whole child, which will include not just their special educational needs but also areas such as:

- Disability
- Attendance and Punctuality
- Health and Welfare

- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Service personnel

When reviewing and managing special educational provision the broad areas of need and support outlined below are taken into account, and we review how well-equipped we are to provide support across these areas. These four broad areas give an overview of the range of needs that are planned for. The purpose of identification is to work out what action we need to take, not to fit a pupil into a category. Children often have needs across all these areas and their needs may change over time. Our detailed assessment of need aims to ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual is based on a full understanding of their particular strengths and needs and seeks to address them all using well-evidenced interactions targeted at their areas of difficulty.

## **What are the four areas of special educational needs and disabilities?**

### **Communication and Interaction**

Children with speech, and language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and learning**

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs. They include moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum, and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, Emotional and Mental Health Difficulties**

Children 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, disruptive or disturbing behaviour. These behaviours may reflect

underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD). We have clear processes to support children, including how we will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

### **Sensory and/or Physical Needs**

Some children require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children 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 with a physical disability (PD) require additional support and equipment to access all the opportunities available to their peers.

## **SEND Code of Practice**

We will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and disabilities, and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

## **The Graduated Approach to SEND Support**

Where a child is identified as having SEND we use the graduated approach of Assess, Plan, Do and Review. Provision for children with special educational needs is a matter for the whole school. The Trust Board, the Leadership Team, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are educators of children with special educational needs.

### **How do we identify if a Child needs to be placed on the Register?**

Our first step in responding to a pupil's identified need is to ensure that Quality First Teaching and differentiated for individual pupils, is in place. The senior staff and SENCO ensure this through planning and book scrutinies, moderation, learning walks and lesson observations and training to address the needs of the children.

We use Access to Education's Language and Literacy Continuum and Maths Tool Kit to assess children who are working below or significantly below the national benchmarks. Teachers and classroom assistants do this together and provide the SENCO with evidence of a child's academic ability.

We use this information to decide which level of support is required, Universal, Targeted or Specialist. Then we create Individual Target Plans or Pupil Profiles depending on the type of support required. Teachers use these to inform their weekly planning.

Children may be placed on the register if they present persistent social, emotional or mental health difficulties, which are not improved by the techniques usually, employed in the school. Other reasons may be if a child has sensory or physical problems and continues to make little or no progress, despite the provision of specialist equipment, or if there are communication and / or interaction difficulties, and continues to make little or no progress. Depending on the level of need specialists may be involved. We always consult and involve parents when making these decisions

## **How Do We Assess Progress?**

The language and literacy continuum allows us to track steps of progress. However small, this progress is regularly reviewed. We will decide together if an Individual Target Plan (ITP) is necessary. Sometimes external agencies are involved in making assessments and offering advice on how children can achieve their targets. Parents are always consulted and involved in making these decisions

They are reviewed formally on a termly basis with the SENCO, but teachers use the ITPs and pupil profiles on a daily basis so they are constantly being reviewed. Targets are changed as children achieve them.

After our plan, do and review process, we may use specialist expertise if we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children and the SENCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for an **Education Health and Care Plan or a SEND Support Provision Plan**, we will provide the LA with a record of our work with the child to date.

The school will assess each child's current attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum;
- Identify and focus attention on action to support the child within the class;
- Use the assessment processes to identify any learning difficulties;
- Ensure on-going observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arising from special educational needs.

## **Partnership with Parents**

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special

educational needs will be treated as partners and given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They are encouraged to contribute to the assessment of their needs, the review and transition process.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

We operate an open door policy and the SENCO encourages parents to speak to her regularly on matters that may concern them

Parents are encouraged to use the school website [www.astontower.co.uk/parents](http://www.astontower.co.uk/parents) which has a section dedicated to Special Educational Needs. It contains links to this policy and our **Special Educational Needs Information Report/Local Offer**, which has been produced in consultation with the Birmingham Education Authority. The 3 strands, honest communication, appropriate teaching and learning and a partnership approach which Birmingham have developed, are written into our Local Offer/SEN Report. This gives parents information on the provision we have on offer for our children with special educational needs.

## **The Nature of Intervention and support**

The SENCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments/observations. This may include:

- Differentiated learning materials or specialist equipment;
- Some group or individual support, which may involve small groups of children being withdrawn to work with teachers or teaching assistants who have training in evidence based interventions. Details of which can be found in our SEN Information Report/Local Offer on our website;
- Extra adult time to devise/administer the planned intervention and also to monitor its effectiveness;
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and SENCO and they will have specific time slots to discuss individual targets and progress with the SENCO on termly basis.

Specialist services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to

establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the ITP or Pupil Profiles continues to be the responsibility of the class teacher.

## **Monitoring and evaluation**

The SENCO monitors the movement of children within the SEND system in school and provides staff and governors with information. The SENCO is involved in supporting teachers and in drawing up Individual Plans for children. The SENCO and the head teacher meet to review the work of the school in this area. In addition the SENCO will liaise with the SEND Trustee to share information.

## **School Request for an Education Health and Care Plan and SEND Support Provision Plan**

The school will make a request to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual plans and targets for the pupil;
- Records of regular reviews and their outcomes;
- Records of the child's health and medical history where appropriate;
- Attainment in English and Maths;
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist;
- Views of the parents.

**An Education, Health and Care plan is for children and young people who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. It is available from birth to age 25.**

**SEND Support Provision Plans (SSPP) are a document developed for use within Birmingham. They are particularly useful for demonstrating the provision in place for children and young people where the needs are complex and require multi-agency involvement, but where the provision does not require an EHCP in order to support delivery within a mainstream setting. The SSPPs are designed to be able to build up a picture of need and provision over time as well as to support effective information sharing across the school.**

## **Roles and Responsibilities**

### **Role of the SENCO at Aston Tower**

Mrs Rai-Moore's responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy;
- Co-ordinating provision for children with SEND;
- Liaising with and advising fellow teachers;
- Overseeing the records of all children with SEND;
- Liaising with parents of children with SEND;
- Contributing to the in-service training of staff;
- Liaising with local Secondary schools so that support is provided for Y6 pupils as they prepare to transfer;
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies;
- Co-ordinating and developing school based strategies for the identification and review of children with SEND;
- Monitoring the progress of children on the SEND register through regular classroom observations.
- Deborah Walters is a member of the Inclusion Team.

## **The Role of the SEND Trustee and Trust Board**

The trust board also has a responsibility to ensure that appropriate safeguarding procedures are in place for all pupils including those who are SEND.

The SENCO and the trustee meet to discuss this. The trustee asks probing questions to ensure the SENCO and all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The name of the Designated Safeguarding Lead (DSL) is Jonathan Moore. Deputy DSLs are Suki Rai-Moore, Dawn Saxena and Deborah Walters.

Our SEND trustee is Alex Smith.

Our Safeguarding trustee is Amanda Bishop.

## **Compliments and Complaints**

Most complaints are easily resolved with the class teacher or SENCo. However if after consultation with them parents feel they have not received the outcome they would like they will be directed to our Head Teacher Mr Moore, who will endeavour to resolve issues. Our complaints policy is available from our website.

We also encourage positive feedback from our parents and carers on our SEND provision. We operate an open door policy and are grateful for any feedback to improve our services to ensure the best outcomes for our children.