

Harper Bell Adventist School



**HARPER BELL
ADVENTIST
SCHOOL**

Special Education Needs and Disability Policy 2026-2027

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16/03/27 or when new legislation requires changes.

This policy will also be reviewed annually or when new legislation requires changes, whichever is the soonest. This policy is approved by *The Governing Body*.

Date approved:

Headteacher/Principal.....Susan Sidhu

Chair of Governors Richard Beamish

Date approved: 16/03/26

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1. Introduction

Harper Bell Seventh-day Adventist Primary School has high aspirations for all pupils including pupils with special education needs and disability (SEND). We aim to develop our pupils – academically, spiritually, physically and socially in a Christ – centred environment. Every pupil attending our school is a unique creation made by God and deserves an education that meets their individual needs.

We aim to create an inclusive environment underpinned by our Christian values where all pupils are given the opportunity to thrive, and where the provision is tailored to the needs and abilities of the pupils.

We provide all pupils with access to a broad, balanced and appropriately scaffolded (or differentiated where required) curriculum. We believe that all children have the same entitlement to access all areas of the school curriculum and are committed to providing the best learning opportunities.

Aims and Objectives

Our special education needs and disabilities (SEND) policy aims to:

- Provide an inclusive and supportive environment for all pupils with SEND, in line with the school's Christian principles.
- Ensure that pupils with special educational needs and disabilities are identified at the earliest possible stage and timely evidence- based interventions are provided to support their learning and development.
- Support and make provision for pupils with special educational needs and disabilities.
- Ensure that effective systems are in place so that teachers are aware and know the needs and support required for all pupils in class with special education needs and disabilities and take responsibility for the progress and development of pupils in their class.

- Ensure that all pupils with SEND have access to a broad and balanced curriculum, with adaptations where required so that they get the opportunity to participate in all aspects of school life alongside pupils who do not have SEND.
- Work collaboratively with external agencies, such as speech and language therapists, educational psychologists, communication and autism team, pupil and school support etc., to provide comprehensive support for pupils with SEND.
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil.
- Regular monitor, assess and review the progress of students with SEND to ensure that their needs are being met, and where appropriate changes made to the provision provided.
- Ensure that staff maintain a reflective and prayerful approach to improving SEND provision.
- Equip staff with the appropriate training, skills and resources to effectively support and teach children with special education needs and disability.
- Ensure that school implement national legislation and guidance in- regard to children with SEND.
- Ensure that the SEND policy is understood and implemented by all staff.
- Explain the roles and objectives of everyone involved in providing support for pupils with SEND.

2. Legal Framework

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [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
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors'/trustees' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy links to the following documents:

- School SEND information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality policy and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding policy
- Complaints policy

Birmingham Education Authority's local offer, which has a wealth of information about provision available in Birmingham, can be accessed through the following link:

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

3. Inclusion and Equal Opportunities

At our school, we strive to create an inclusive teaching and learning environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum.

We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

4. Definitions

Special Educational Needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 most 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.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 Areas of Need

The SEND Code of Practice (2014) identified four broad categories of need. Pupil needs can cover one or more areas of need and their needs can change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

The four areas of needs are:

Areas of Need	
Communication and Interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and Learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, Emotional and Mental Health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

Sensory and/or Physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.
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Even though these areas of need are very broad, we also consider the needs of the whole child. We recognise other factors may also impact on a pupil's progress, such as: disability; attendance and punctuality; health and welfare; being in receipt of the Pupil Premium (PP); being under the provision of Children's Social Care or being a Looked After Child (LAC); being a child of a service woman/man.

5. Roles and Responsibilities

The SENCO

The SENCO at our school is Mr J. Dearing. He can be contacted on 0121 693 7742 or via senco@hbsda.bham.sch.uk

He will:

- Communicate with parents/carers regarding SEN or potential SEN needs and liaise with them about the pupil's needs and any provision made.
- Work with the head teacher and SEN 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 liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support and differentiated/adapted teaching methods appropriate for individual pupils.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- Work with the head teacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the head teacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the head teacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy.
- With the head teacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

The Governing Body

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer.
- Do all it can to make sure that every pupil with SEND gets the support they need.
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Ensure that pupils with SEND have access to a broad and balanced curriculum.
- Make sure that the school has a clear approach to identifying and responding to SEND.
- Ensure that the school keep accurate record and keeps up to date the provision made for pupils with SEND.
- Make sure that the school publishes information on the school website about how the school is implementing its SEND policy, in a SEND information report.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans.
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these roles are carried out.
- Determine their approach to using their resources to support the progress of pupils with SEND.

The SEND Governor

The Governor with responsibility for SEND is Lorraine McDonald. She will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The Headteacher

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school.
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils.
- Make sure that the SENCO has enough time to carry out their duties.
- Have an overview of the needs of the current cohort of pupils on the SEND register.
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development.
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach.
- 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 consider how they can be linked to classroom teaching.
- Work with the SENCO to review each pupil's progress and development, and decide on any changes to provision.
- Ensuring that they follow this SEND policy and the SEN information report.
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Listen to the parents' concerns and agree their aspirations for the pupil

Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child.
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.
- Given an annual report on the pupil's progress.

The school will take into account the views of the parent or carer in any decisions made about the pupil.

The Pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

6. SEND Information Report

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

7. School Approach to SEND Support

Identifying Pupils with SEND and Assessing their Needs

We feel it is vital that pupils with special educational needs are identified at an early stage. Every teacher in our school is responsible for identifying pupils with special educational needs.

We will inform parents at the earliest opportunity of the school's concerns and that the appropriate special educational needs provision has been made for their child.

The school assesses each pupil current skills and level of attainment on entry through baseline tests, building on information from previous settings and key stages where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Below is a list of the Entry Assessments used in the school.

Entry Assessments	Assessment Outcomes
WellComm (GL Assessment)	Speech and Language

The identification of SEND is also built into the school's monitoring and assessment processes.

We will take into consideration any evidence that the pupil may have a disability and what reasonable adjustment the school will need to make. The school will also take into consideration information and documents provided from a previous setting.

Some pupils may require further assessments and screening. The following assessments and screening tools are available at our school.

Assessment/Screening Tools	
WellComm (GL Assessment)	Speech and Language
Birmingham Language and Literacy Tool Kit	Speaking and Listening, Reading and Writing
Birmingham Maths Tool Kit	Maths

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated/adapted, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO using the SEND Concern Form, to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary, they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

When deciding whether the pupil needs special educational provision, 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.

In addition, when deciding if a child may have SEND, we would consider the following:

- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.
- Pupils who have English as an additional language should not be automatically be classified as having SEND unless further assessment reveals that. Staff will take particular care in identifying and assessing SEND for pupils whose first language is not English.
- Because pupils are performing in line with age –expectations it does not mean that there are no learning difficulty or disability.
- Behavioural difficulties do not necessarily mean that a child or young person has a SEND and should not automatically lead to a pupil being registered as having SEND.
- Other circumstances in life may lead to learning and mental health difficulties, such as bullying and bereavement. When this impact is lasting the school will explore if the pupil has SEND.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP) then the school will work in a multiagency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Graduated Approach Towards Identifying Pupils with Special Education Needs

Universal Support

- The Class teacher identifies that a pupil is not making progress or the attainment gap has widened in comparison with other children in the class.
- The class teacher will raise concerns with parent/carer.
- The class teacher will target the pupil's area of weakness with differentiated/adapted, quality first teaching strategies.
- If progress is not made, the class teacher will raise the issue with the SENCO and complete the initial SEND Concerns Form.
- The SENCO, will have an initial discussion with class teacher about whether this lack of progress may be due to special educational need or other concerns.

Targeted Support

- Class teacher to complete an Initial Concerns Form and forward to SENCO.
- Parents to be informed of ongoing concerns by the Class teacher.
- SENCO to look at information given on the Initial Concerns form and carry the necessary observation and assessments.
- SENCO to add pupil on SEND Register if the child is considered to have SEND with parental consent.
- IEP (Individual Education Plan) and a one-page profile to be written up for pupil.
- Class teacher supported by the SENCO to review progress termly and update IEP and one page profile with parental involvement (or more frequently if required).

Specialist Support and Provision

- If there is a lack of continued progress, the SENCO will raise concerns with external agencies for specialist advice and support, e.g. Communication and Autism Team, Educational Psychology Team.
- Class Teacher/SENCO to complete referral to appropriate services.
- SENCO and Class teacher to work collaboratively with outside agencies, implementing appropriate strategies and interventions as appropriate to the pupil.

High needs individualised support and provision

- If there is continued lack of progress or the level of needs become more complex, the SENCO and specialist teachers will discuss, in collaboration with the parents, if there is a need for a more formalised plan and whether additional funding is required to support the pupil appropriately.
 - If appropriate, the SENCO, in conjunction with the specialist teachers, will begin the referral for a SEND Support Provision Plan (SSPP) or an Education, Health and Care Plan (EHCP), in collaboration with parents.
 - Reports and evidence to be gathered from specialist teachers involved with the child.
 - The SENCO will submit an application for an SSPP or EHCP to Birmingham Local Authority.
 - Once the SSPP or EHCP has been agreed, the school will endeavour to put the provision in place.
- The Class teacher, supported by the SENCO, will monitor progress towards the agreed outcomes.
 - The plan will be reviewed yearly, involving all involved professionals along with the pupil and parent/s or carer/s and submitted to the local authority.
 - The progress of the pupil will continue to be monitored and reviewed.

Involvement of Pupils and Parents

The school will involve parents and pupils in all decisions and discussions made about special education needs. Notes of these early discussions will be added to the pupil's record and given to their parents/carers on request.

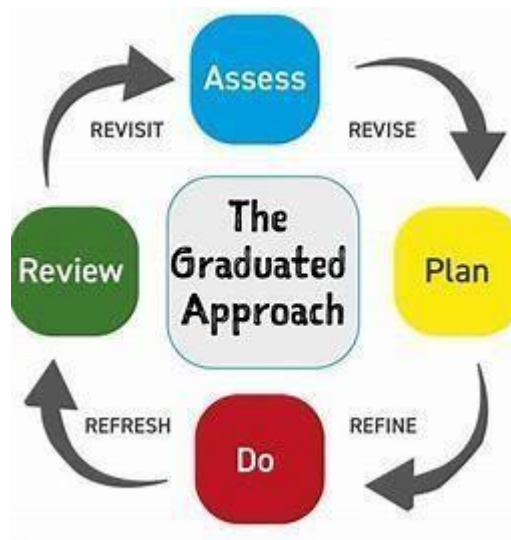
The school will formally inform parents/carers if it is agreed that the child will require special education provision and be placed on the SEND register. In collaboration with parents/carers, an Individual Education Plan (IEP) will be put in place to support the child.

The IEP will consist of the following:

- Pupil SEND needs
- Pupil strength and barriers to learning
- Parent and Pupil views
- Outcomes, provision and strategies
- Review section

The Graduated Approach to SEND Support

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.



1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to ensure that the support provided is matched to the pupils need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide on the outcome, interventions and support will be put into place, and a clear date for review. A formal review will take place termly.

All staff who work with the pupil will be made aware of the pupil's needs, strengths and barriers to learning, the outcomes, the support provided and any teaching strategies or approaches that are needed. This information will be recorded in the SEND file on the school's online system, in the form of an IEP. The targets for the IEP will be drawn from the following sources:

- The Birmingham tool kits
- Targets provided from other professionals
- An education health care plan (EHCP) where appropriate
- Discussion with pupil, parent/carer and class teacher

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The teacher or the assigned staff action the strategies or support provided in the plan.

The class teacher retains overall responsibility for the pupil's progress.

Where the plan involves group or 1-to-1 teaching away from the main class, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher will revise the outcomes and support in light of the pupil's progress and development, in consultation with the pupil and their parents/carers and supported by the SENCO.

Levels of Support

School- Based SEN Provision

Pupils receiving SEND provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach.

Where the pupil's needs cannot be adequately met with school's expertise, staff will consider involving external specialists as soon as possible. The provision for these pupils is funded through the school's notional SEND budget or Birmingham SEND Support Provision Plans (SSPP).

Pupils on the SEND register will have a one-page profile and an IEP. On the census, these pupils will be marked with the code K (or the code E if they receive an EHCP).

When organising additional support, it is very important that we provide children with Special Educational Needs with a broad and balanced curriculum with regular access to all subjects and areas of learning. We seek to include pupils with SEN as much as possible within their class. However, we understand that due to the complex needs of some of our children there is a need to create an alternative space for them where their learning and sensory needs can be met.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs, strength and barriers of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process (referred to as an educational, health and care plan), which is usually requested by the school but can be requested by a parent/carer. 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 EHCP will be taken at a progress review meeting.

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

- Parents
- Teachers
- SENDCO
- Social Care
- Health and Other 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 panel about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to assess for or issue an EHC Plan. Further information about EHC Plans can be found via the SEN Local Offer: [Home - Local Offer Birmingham](#)

Following Statutory Assessment, and a decision to issue, an EHC Plan will be provided by Special Educational Needs Assessment and Review (SENAR), if it is decided that the child's needs are not being met by the support that is ordinarily available. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed annually by staff, other professionals, parents and the pupil.

Monitoring and Evaluation of SEN

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

- Tracking pupils' progress, including by using provision maps
- Using pupil questionnaires
- Monitoring by the SENCO
- Quality assurance of IEP termly
- Holding annual reviews for pupils with EHC plans
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Getting feedback from the pupil and their parents/carers

8. Examinations and Access Arrangements

Pupils with SEND may have access to extra time, a scribe, a reader and rest breaks, if required. The SENCO, class teacher and leadership team work collaboratively to ensure that pupils are given every opportunity to fulfil their potential.

9. Transition

Transition is strategically planned so that children experience the minimum level of anxiety or upset. When transitioning from classes and/or key stages pupils are involved in a number of transition days, when they spend time in their respective classrooms being taught by their “new” teachers. Similarly, when children are in Year 6 they take part in taster days at local secondary schools and experience a typical day there. Children with SEND, if it is thought appropriate, can receive additional support during these transitions.

10. Admissions and Accessibility Arrangements

Admission Arrangements

For more information in regards to admission and accessibility arrangements, see the admissions policy and the accessibility plan.

Accessibility Arrangements

The accessibility plan can be found on the school’s website and will provide information on:

- The steps taken to prevent disabled pupils from being treated less favourably than other pupils.
- The facilities we provide to help disabled pupils access our school, including the provision of auxiliary aids and services.

11. Supporting Pupils at School with Medical Conditions

At Harper Bell, we are aware that children may have medical needs. The school aims to meet these needs through detailed medical plans. A medical plan is drawn up with the help and guidance of the school nurse where appropriate.

When we are made aware of a medical need, this is passed on to the class teacher and SENCO by the administration team upon admission.

The school recognises that children with medical conditions should be properly supported so that they have full access to education. Reasonable adjustments are made so that they have access to the curriculum (including physical education) and extra-curricular activities, such as school/class trips, performances and afterschool clubs.

12. Expertise and training of staff

We will ensure that teaching and support staff are prepared to effectively support pupils with SEND by providing training on Special Educational Needs and Disability.

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

13. Links with External Professional Agencies

Whenever necessary, the school will work with external support services, such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists
- Physiotherapists
- General practitioners or pediatricians
- School nurses
- Forward Thinking Birmingham
- Attendance team
- Social services

14. Parent/Carer Partnership (Co-production)

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

We believe that a close partnership with parents/carers will:

- Enable pupils to progress
- Ensure that everyone develops a good understanding of the pupil's areas of strength and difficulty
- Take into account any concerns the parents/carers have
- Ensure that everyone understands the agreed outcomes sought for the child
- Ensure that everyone is clear on what the next steps are

Parents/carers have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for their child.

Parents will have opportunities to:

- Attend termly parents' evenings with written progress reports
- Attend SEN support meetings when required

- Attend EHCP annual reviews if applicable
- Attend information sharing sessions

15. Extra-Curricular Opportunities

We will ensure that all pupils with SEND have access to all activities, including off site visits and extracurricular opportunities such as breakfast, lunchtime and after school clubs.

16. Complaints about SEND Provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher in the first instance. If required, this can be escalated to the SENCO, followed by the headteacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents/carers are welcome to submit their complaint formally.

Formal complaints about SEND provision in school will be handled in line with the school's complaints policy located on the school's website.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, [Challenging Decisions - Local Offer Birmingham](#)

17. Monitoring and Evaluating Arrangements

Evaluating the Effectiveness of the Policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

Monitoring the Policy

This policy will be reviewed by the SEND link governor or SENCO when instructed **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the full governing board.

Finally, "... whatever you do, do all to the glory of God" 1 Corinthians 10:31.