



Yorkmead SEN Policy

RATIONALE

Yorkmead Junior and Infant School gives every child the opportunity to enjoy learning and achieve their full potential in an emotionally supportive, respectful and inclusive environment. We believe that every child should have access to a broad, balanced and differentiated curriculum. This should take account of their individual learning and emotional needs and should allow each child to fulfil their potential. The school follows the 2014 SEN Code of Practice, which is a statutory guidance on duties, policies and procedures relating to Part 3 of the 2014 Children and Families Act.

- A child with special educational needs should have their needs met
- The Special Educational Needs (SEN) of children will normally be met in mainstream schools or settings
- The views of the child will be sought and taken account of
- Parents/Carers have a vital role to play in supporting their children's education.

The objectives of our SEND Policy

- To identify children with SEN/D as early as possible.
- We endeavour to assess children as soon as possible after entry to Yorkmead Juniors and Infant School via continuous assessment
- To consult with parents/carers to identify the strengths and the needs of the child and agree on a support plan that reflects these
- To meet their needs by providing a broad, balanced and differentiated curriculum, building on learning and achieving.
- To identify and use support that is available in school to provide the best value for money
- To refer the child to outside agencies where required and work together to support the child and their family
- To seek and consider the child's own views wherever possible
- To have a systematic approach to supporting behaviour and learning needs, preparing children for adulthood
- The Special Educational Needs Co-ordinator (SENCo) oversees the day to day responsibility for the operation of the policy

WHAT IS SPECIAL EDUCATIONAL NEEDS?

The SEND code of practice: 0 – 25 years (2014) states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Therefore, a child has SEND if he/she:

a) has a significantly greater difficulty in learning than the majority of children of the same age.

b) has a disability, which either prevents or hinders the child from making use of educational facilities provided for children of the same age in our school. Page 3 of 6 SEND Policy

c) is under 5 and falls within a. or b. or would do if special educational provision was not made for the child.



A child must not be regarded as having a learning difficulty solely because their home language is not English.

Special educational provision is education or training provision that is additional to or different from that made generally for others of the same age. The Code of Practice has adopted four areas of difficulty in relation to Special Educational Needs (SEN):

- Communication and Interaction

- Cognition and Learning

- Social, Mental and Emotional Health

- Sensory and/or Physical

If there is a concern from teachers or parents/carers that a child has additional learning needs, an initial concern form will be completed. Once a need is identified a graduated approach should be implemented: Assess, Plan, Do and Review.

Assess

In identifying a child as needing SEN/D support, the teacher, working with the SENCO and the child's parents/carers, will carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to the need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' agreement.

Plan

Where it is decided to provide SEN/D support, and having formally notified the parents/carers, the teacher and the SENCO will agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by teachers with relevant skills and knowledge. Any related staff development needs should be identified and addressed.

Do

The child's key person (either the teacher or teaching assistant) remains responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN/D support. The SENCO will support the teacher in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the teacher and the SENCO working with the child's parents and taking into account the child's views. They will agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents/carers will be given clear information about the impact of the support provided and be involved in planning next steps.



Where a child has an EHC plan, the local authority must review that plan as a minimum every twelve months. In addition, the school recognises that some children may experience additional behavioural, educational and social needs in response to external factors, for example, home circumstances. We endeavour to support our children at such times through referral to a range of interventions led by our SENCO.

Arrangements for coordinating SEN/D provision

- Class teachers will differentiate to meet appropriately the learning and behavioural needs of children within their class.
- The SENCo will be available as necessary to support and advise colleagues.
- The class teachers will keep a special educational needs file which includes provision maps for all SEN children and other relevant information.
- The provision maps will be updated and reviewed once a term with the SENCo.
- The SENCo will keep a register of all the children with special educational needs
- The progress of children will be monitored termly, or more regularly as necessary.

Admissions arrangements

Children will be admitted in accordance with the criteria outlined in the school admissions policy, provided that the Senior Leadership Team (SLT) believe that the child's needs can be met within the school.

Special facilities which increase access to the school for pupils with SEN/D ·

Disabled toilets

Equality Policy

Accessibly Plan

Allocation of resources:

- All staff have access to resources in school to support SEN/D work
- Additional specialist support can be requested by arrangement with the SENCo
- The SENCo receives an annual amount from the school's budget for the purchase of SEN/D materials, support and equipment
- Parents/carers are acknowledged to be valuable partners in the learning process and are encouraged to help their own children
- Teaching Assistants work in the classrooms and additional learning spaces, under the direction of the class teacher to support children with additional needs.
- Additional time from the Educational Psychologist can be requested to advise on specialist approaches to use in the classroom
- Guidance from Malachi to support children, particularly to support children with social, emotional and mental health needs.
- Some SEN/D children receive extra support following a School Support Provision Plan (SSPP). This may be supported by any of the teachers and support staff within the school and/or specialist agencies.

Identification/Assessment/Review Arrangements/Procedures

- The school operates within the requirements of the SEN Code of Practice
- The school operates in line with Birmingham's Policy for SEN inclusion and provision for Education Health Care Plans



- Foundation stage children are carefully monitored for special needs once they have settled into school
- Pupils are identified as needing extra support through individual target plans
- Pupils are seen by outside agencies if they continue to make no or limited progress. Their progress is monitored termly or as appropriate.
- Information is exchanged and links maintained from reception to year 6 and at transition into school and to secondary school
- Individual record keeping and tracking systems are clear, factual and regularly updated, following the child through the school
- Regular review meetings take place to which parents/carers and outside agencies are invited to attend, including Annual Reviews and 'Team Around the Child' meetings
- Parents are also invited into school termly to discuss their child's provision and discuss new outcomes.

The SENCo meets termly with all teachers 1-1 following pupil progress week and provision is adjusted termly to provide the targeted support.

Class teachers differentiate the work presented to children in all areas of the national curriculum and the foundation stage. .

Children with SEN/D are given extra support by class teachers and Teaching Assistants as necessary. This is directed by the class teacher and co-ordinated by the SENCo. .

Individual target plans are written and reviewed regularly with parents/carers and pupils. These are devised by the class teacher with support from the SENCo. .

Teaching Assistants deliver individual and group interventions to identified children. 'One Page Profiles' are written for children with special educational needs to provide information about how to support them.

Provision maps monitor interventions and show progress made across 4 areas of development (communication and interaction, cognitive and learning, social, mental and emotional health, sensory and/or physical)

How children with SEN are integrated within the school .

- Individual needs are always taken into account in the teacher's planning and delivery of the curriculum. .
- A range of teaching styles and approaches are used, taking into account children's strengths. .
- The support and understanding of other children is fostered through the school's ethos of diversity and inclusion. .
- Children's individual needs may require that a personalised approach is adopted to meet their needs, for example an individual workstation.

Monitoring the provision of children with SEND .

Termly SEND review

SEND Learning walks. .

Scrutiny of planning, teaching and assessment of children with SEN/D. .

Lesson observations focussed on the teaching of children with SEN/D. .



Monitoring of the tracking and progress made by pupils with additional needs. .

Scrutiny of provision maps. .

Observations of interventions and the evaluation of interventions. .

SENCO takes part in pupil's progress meetings and helps to adapt provision accordingly.

Criteria for evaluating the success of the school's SEN/D policy

To have identified children with SEN/D at the earliest stage possible.

We are aiming to identify the majority of SEN/D needs within the first 2 years of a pupil joining the school.

To have followed the code of practice for SEN/D.

To have catered for the child's needs as far as possible within school, and to have referred them to an outside agency if appropriate.

To have met the child's individual needs to ensure that they are fully included and make measureable progress.

Arrangements for considering complaints about the school's SEND provision

We have an open door policy for parents/carers to arrange to see staff,

Headteacher and/or the SENCo to discuss individual problems.

There are clear procedures of communication, Class Teachers -> Phase Leader -> SENCo -> Headteacher.

Parents/carers are given the opportunity to contact outside agencies where appropriate.

Feedback will be given to parents/ carers about what has been done following their concerns/complaint.

All complaints are dealt with sympathetically and expediently in line with the School's Complaints Policy.

The school's arrangements for SEN/D training

The SENCo has attended SEN/D and Inclusion training as well as SENCo network meetings to keep abreast of new developments.

Changes in policy and procedures are shared with staff.

All staff are familiar with the SEN Code of Practice.

Information is regularly updated by liaison with EPs and other external agencies.

SENCo meets termly with staff to feedback information and developments.

SENCo attends network meetings with other schools to share good practice.

Inset times and staff meetings are designated to SEN/D throughout the school year. .

Outside agencies support training for staff as appropriate.

Use made of teachers and facilities from outside school, including support services

- Educational Psychology Service



- Speech and Language Therapy Service
- Health Visitors
- Paediatrician
- LAC Team
- Social Services
- Forward Thinking/Malachi
- Occupational Therapy

Arrangements for partnership with parents/ carers

The school recognises that relationships between the parent/carer and the school plays a vital role in the child's educational development and serve to influence the effectiveness of any school based support. · An open door policy exists at all times where parents are welcome to arrange an appointment with the class teacher to discuss their child. The SENCo will attend as appropriate. · Class teachers and the SENCo maintain ongoing informal dialogue with parents, so that a comfortable relationship exists and when, if it becomes necessary, more formal meetings are needed. · Individual Target Plans will be reviewed termly and new targets set with parents/carers and children.

The school leads 'Team Around the Child' meetings for children with additional needs on a regular basis. Parents attend these meetings and are given the opportunity to discuss their child's needs. The school actively signpost parents to support agencies.

Links with other mainstream schools and special schools

The transfer of information and records between schools is carried out quickly and sensitively.

Where possible and appropriate, there is personal liaison between appropriate staff.

Additional transition visits can be arranged if appropriate.

Special schools outreach support is accessed for children with additional needs when needed.

Links with Health, Social Services, Educational Welfare and voluntary organisations

The school will request and /or provide information as appropriate.

The SENCo will refer, in partnership with parents/carers, to specialist agencies for assessment, where appropriate.

The safeguarding lead and deputy safeguarding lead will attend case conferences and reviews.

The SENCo will arrange and attend multi agency meetings as necessary.

All school staff will endeavour to foster and maintain good relationships with all external agencies.

'Team Around the Child/Family' meetings take place to discuss and ensure a joined up approach to supporting children with additional needs with external agencies.

See the safeguarding policy/intimate care policy for more information

Intimate Care - *See the safeguarding policy/intimate care policy for more information*



The school is an inclusive community that aims to support and welcome pupils with medical conditions. The school understands its responsibility to make the school welcoming, inclusive and offer support to all pupils with medical conditions, providing them with the same opportunities as others at the school. For more information see the Intimate Care Policy.

Requesting EHC needs assessment

The majority of children's needs will be met at the SEN/D support stage, however if there remain ongoing concerns and a child is making less than expected progress, an education and health care needs assessment may be considered appropriate. An initial 'Team Around the Child' meeting will be held where specialist school staff, parents/carer and external agencies decide to make a request for an EHCP. This must be completed on the Birmingham Council request form. The request is sent to Birmingham, with supporting evidence from external agencies. If the request is accepted, a multi-professional EHC assessment TAC with the parents/carers and young person (where appropriate) will be held. The purpose of the meeting is to confirm and agree outcomes for the child and propose the provision needed to achieve these outcomes. From the initial request to agreement of the plan is a 20 week timescale. Parents/carers also have the right to make the request themselves and can do so directly to the local authority. Independent support is available through Birmingham SENDIASS.

Parents who have a child with SEND, should be made aware of the local offer for Birmingham's Local Offer website. <https://www.localofferbirmingham.co.uk/>