

# Special Educational Needs and Disabilities (SEND) Policy

YORKMEAD SCHOOL



## 1. Aims and objectives

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

- Ensure our school fully implements national legislation and guidance regarding pupils with SEND
- Support and make provision for pupils with special educational needs and disabilities
- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
- Help pupils with SEND fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Ensure the SEND policy is understood and implemented consistently by all staff

## 2. Vision and values

Yorkmead Junior and Infant Primary School gives every child the opportunity to enjoy learning and achieve their full potential in an emotionally supportive, respectful and inclusive environment.

At our school we will provide all pupils with access to a broad, balanced and differentiated curriculum.

We are focused on creating an inclusive environment where provision is tailored to the needs and abilities of pupils, no matter how varied.

We are committed to making sure all our pupils have the chance to thrive.

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.

## 3. Legislation and guidance

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (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 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

## 4. What are Special Education Needs?

### 4.1 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.

### 4.2 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.

### 4.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

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

AREA OF NEED	
Communication and interaction	<p>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.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"><li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li><li>• Moderate learning difficulties</li><li>• Severe learning difficulties</li><li>• 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</li></ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"><li>• Mental health difficulties such as anxiety, depression or an eating disorder</li><li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li><li>• Suffered adverse childhood experiences</li></ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

AREA OF NEED	
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

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

## 5. Roles and responsibilities

### 5.1 The SENCO

The SENCO at our school is Miss Wilkinson. She will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher 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 SEN, 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 SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated 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
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher 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 headteacher, 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 headteacher, 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 headteacher 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

## 5.2 The governing board

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
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN 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 are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

## 5.3 The SEND governor

The SEND governor is Mr Bailey

The SEND governor 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

## 5.4 The headteacher

The headteacher will:

- Work with the SENCO and SEND link 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
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, 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 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

## 5.5 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
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring 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
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil

## 5.6 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.

## 5.7 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 SEN 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.

## 5.7 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. SEN information report

The school publishes a SEN 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. Our approach to SEND support

### 7.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build 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.

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, high-quality teaching. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. If progress does not improve, the teacher will raise the concern with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Once a pupil has been identified as having SEN, 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: Assess, Plan, Do and Review (outlined below).

### **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.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded and will be made accessible to staff in an individual target plan.

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

## **Do**

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

Where the pupil's plan involves group or 1-to-1 teaching away from the main class teacher, 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, in problem solving and advising on how to implement support effectively.

## **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. 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 and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

## **7.2 Consulting and involving pupils and parents**

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

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents if it is decided that a pupil will receive special educational provision.



## 7.3 Levels of support

### School-based SEN provision

Pupils receiving SEN 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 in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

### 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 of the pupil, the provision that will be put in place, and the outcomes sought. 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.

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).

### 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, can obtain advice and information from the local offer for Birmingham's Local Offer website. <https://www.localofferbirmingham.co.uk/>

## 7.4 Evaluating the effectiveness of SEN provision

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

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

## 8. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. 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
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Health Visitors
- LAC Team
- Forward Thinking

## 9. Admission and accessibility 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 Mr Crane 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 are 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.

## 10. Complaints about 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.

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENCO in the first instance. All complaints are dealt with sympathetically and expediently in line with the School's Complaints Policy. Feedback will be given to parents/ carers about what has been done following their concerns/complaint.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

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