

SEND and Inclusion Policy



1. Aims

“All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.”

At New Hall we will ensure that:

- We identify all pupils requiring SEND provision as early as possible in their school career.
- Children’s special educational needs will normally be met within the classroom setting.
- All children to have access to a broad and balanced curriculum which has been differentiated to meet the individual’s needs and ability.
- We work in partnership with outside agencies when identifying and supporting our children and their parents.
- We know our pupils and their needs and we will make every effort to ensure that they thrive within our school.

2. Legislation and guidance

This policy 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 SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

Definitions of special education needs taken from section 20 of the Children and Families Act 2014.

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority.

Special education provision means:

- Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area.

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

New Hall Primary School will have due regard for the Special Needs Code of Practice 2014 when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs. Bianca Wilks b.wilks@newhall.bham.sch.uk t: 0121 464 5170

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN 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 work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor is Mrs Mary Kennedy

They will:

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

4.3 The headteacher

The Headteacher is Mrs. Beverley Hanks

They will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- 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 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 SEN policy

5.0 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties
- Moderate learning difficulties

5.1 Identifying pupils with SEN and assessing their needs

SEND SUPPORT

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

There are two levels of SEND support; targeted support and specialist support. Targeted support is initiated when a child or young person has received quality first teaching (QFT) but has not made expected progress and requires additional support in school. The adaptations and additions that are made as part of targeted support are internal to the school. If targeted support is not sufficient to meet the child's needs they may require specialist support from one or more of our outside agencies.

All levels of support consist of a four-part process.

- Assess
- Plan
- Do
- Review

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

Looked after children who are identified with SEND will follow the procedure as above (Assess, plan, Do, Review), social care and foster carers will be invited to the meeting.

Assess

This involves clearly analysing the pupil's need using the class teachers' assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents. Advice from external support services and staff will be sought if appropriate and with the agreement of the parents.

Plan

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

Do

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and ensure links with classroom teaching. The SENCO will support with further assessment of the pupil's strengths and weaknesses.

Review

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

5.2 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Welcomm language programme
- Languageland speech and language programme
- Daily 9 o'clock intervention groups for maths, English and phonics
- ASD Friendship Skills group
- EAL support
- Fun Friends
- Dyslexia support
- Lunchtime club for children who need an alternative to unstructured time
- Lunchtime reading support

5.3 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson and expected outcome
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger/different font, adapted writing equipment
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud

We work with the following agencies to provide support for pupils with SEN:

- Educational psychologist (EP)
- Pupil and School Support (PSS)
- Speech and Language therapists (SaLT)
- Occupational therapist (OT)
- Communication and Autism Team (CAT)
- Hearing impairment services
- Visual impairment services
- Physical impairment services (PDSS)
- School Nursing Team
- City of Birmingham School – behaviour support (CoBS)

Involving Specialists

Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, we may involve specialists to advise us on early identification of SEN and effective support. We will always involve a specialist where a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of children of a similar age despite well-founded SEN support. The child's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parent and teaching staff supporting the child in the same way as other SEN support.

5.4 Support for improving the wellbeing of our pupils

At New Hall we aim to provide an ideal environment for promoting good emotional wellbeing and identifying early behaviour changes and signs of mental distress. For children experiencing adversity at home, our school can also provide a consistent, protective and stable environment, which can help them to cope.

5.5 Complaints about SEN provision

Complaints about SEN provision in our school should be made to Headteacher in the first instance. They will then be referred to the school's complaints policy.

5.6 The local authority local offer

Our local authority's local offer is published here: <https://www.birmingham.gov.uk/localoffer>

6. Monitoring arrangements

This policy and information report will be reviewed by The SENCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Revised: October 2020
Review date: October 2021

B Wilks
SENCO