

SEND and Inclusion Policy



September 2024

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.
- 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 adapted to meet the individual's needs and ability.
- We work in partnership with outside agencies when identifying and supporting our children, their parents and families.
- 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 coordinators (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 Kirstie McElroy-Stringer t: 0121 464 5170

They will:

- Work with the headteacher and SEND 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 work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND 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 SEND up to date

4.2 The SEND governor

The SEND governor is

They will:

- Help to raise awareness of SEND issues at governing board meetings

- Monitor the quality and effectiveness of SEND 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 SEND policy and provision in the school

4.3 The Headteacher

The Headteacher is Mrs Becci Breedon.

They will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND 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
- Recognise when children are falling behind and look for reasons as to why this may be happening, being mindful that children with dyslexia are at a higher risk of this happening which may lead to long term negative impacts.
- Create a dyslexia friendly classroom where both dyslexic and non-dyslexic students benefit equally from reasonable adjustments. (See appendix:1)

5.0 The kinds of SEND that are provided for

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

Communication and interaction where children have speech, language and communication difficulties, which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others. Children with an Autism diagnosis are likely to have particular difficulties with social interaction.

Cognition and learning where children learn at a slower pace than others their age, they may:

- Have difficulty in understanding parts of the curriculum
- Have difficulties with organization and memory skills
- Have a specific difficulty affecting one particular part of their learning such as literacy or numeracy

The term 'learning difficulties' covers a wide range of needs, including moderate difficulties (MLD), severe difficulties (SLD), and profound and multiple difficulties (PMLD). Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia come under this term.

Social, Emotional and Mental Health, children may experience a wide range of social and emotional difficulties, which present themselves in many ways. They may:

- Have difficulty managing their relationships with other people
- Be withdrawn
- Behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing

This broad area includes Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.

Sensory and/or physical needs, where children have visual and/or hearing impairments, or a physical need that means they must have additional on-going support and equipment.

5.1 Identifying pupils with SEND and assessing their needs

SEND SUPPORT

Following the graduated approach using a monitoring system and in partnership with parents and carers and where it is determined that a pupil does have SEND, parents will be advised of this and the decision to add the pupil to the SEND register will be made. The aim of identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning.

SEND support consists of a cyclical 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 SEND

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 SEND. This will be scaffolded and adapted for individual pupils as necessary.

We will also provide the following interventions:

- Talk Boost Programme
- Daily 9 o'clock intervention groups for Maths, English and Phonics
- EAL support
- CBT Support
- Support specific to identified needs - e.g. fine motor, ASC, Dyslexia
- Lunchtime club for children who need an alternative to unstructured time
- Lunchtime reading support
- Reciprocal reading
- SATs companion
- Beanstalk 1:1 reading volunteers
- Mentors

- Precision Teaching
- Pocket Folders
- IDL Maths and English
- Cued Spelling
- Word Shark
- Immersive Reader
- Word Wasp/Hornet
- Speech and Language Programmes
- Sensory Circuits
- SCERTS (Social Emotional, Emotional Regulation, Transactional Support)
- Intensive Interaction
- Attention Autism
- Fine and Gross Motor Programmes / Skills Groups
- External Mentors including Cherish and Our Place

5.3 Adaptations to the curriculum and learning environment

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

- Scaffolding our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, pre-tutoring and expected outcome
- Adapting our resources and staffing to reflect the needs of our children
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger/different font, adapted writing equipment
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud (See appendix:2)

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

- Educational psychologist (EP) Mr Laurence Campbell
- Pupil and School Support (PSS) Mr Gareth Fowler
- Speech and Language therapists (SaLT) Mrs Alison Robbins - WMSLT and Ms Courteney Gazey NHS SALT
- Occupational therapist (OT) Mrs Lyndsay Steventon and Miss Izzy Bottrell-Campbell
- Communication and Autism Team (CAT) Mrs Sarah Patterson
- Beacon School Support - Behaviour Miss Amelia Webley
- Educational Psychologist (EP) Ms Lisa Sabotig
- Hearing impairment services
- Visual impairment services
- Physical impairment services (PDSS)
- School Nursing Team Ms Wendy Patterson

- 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 SEND 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 SEND support. The child's parents will always be involved in any decision to involve specialists. The involvement of outside agencies, what has been discussed or agreed should be recorded and shared with the parent and teaching staff supporting the child in the same way as other SEND 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, we can provide a consistent, protective and stable environment, which can help them to cope.

5.5 Positive Handling Techniques – Team Teach

The majority of New Hall Teaching staff including Teaching Assistants have been trained and accredited in Team Teach techniques. These staff are able to follow the Team Teach guidelines to support children which may include positive handling techniques. These include physical and non-physical interventions, such as using space, posture, facial expressions, intonation, and positive messages. Risk assessments are in place for pupils who exhibit challenging behaviour and, in these cases, parents are involved in the production and agreement of the risk assessments.

The term 'positive handling' includes a wide range of supportive strategies for managing challenging behaviour. A clear and consistent approach supports all pupils, including those with social, emotional and behavioural difficulties, within an ethos of mutual respect, care and safety.

Staff have a duty to intervene in order to prevent students from hurting themselves or others, damaging property, or in order to maintain good order and discipline. Furthermore, the school takes seriously its duty of care to students, employees and visitors to the school. The first and paramount consideration is the welfare of the children in our care. The second is the welfare and protection of the adults who look after them. Staff are trained to look after students in their care and aim to focus on de-escalation techniques wherever possible.

Any restraint techniques used are recorded in the school's bound and numbered book. A copy of the incident is given to the parent/carer.

5.6 Complaints about SEND provision

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

5.7 The local authority local offer

Our local authority's local offer is published here:

<https://www.localofferbirmingham.co.uk/parents-and-carers/>

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 throughout the year.

It will be approved by the governing board.

Revised: September 2024

Review date: July 2025