



Green Meadow Primary School


SEND Policy

Date written : December 2014

Reviewed by Governors: 18th January 2016

To be reviewed by Governors: Spring Term 2017

An Academy,
achieving more,
learning together.



SEN Policy- Green Meadow Primary School

Introduction

This policy is constructed in line with the requirements set out in Part 3 of the Pupils and Families Bill (2014) and associated regulations. The policy is fully compliant with the Draft Special Educational Needs (SEN) Code of Practice: for 0 to 25 years (April 2014)

Part 1 : Basic information about the school's SEN provision

Green Meadow Primary School identifies pupils as having Special Educational Needs if they meet the definition as set out in the Draft Special Educational Needs (SEN) Code of Practice (**DfE, July 2014**)

This defines SEN as;

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

(Introduction)

The school provides special educational provision for pupils who require

“special educational provision, that is provision different from or additional to that normally available to pupils of the same age.” Page 15

The school provides for pupils whose special educational needs broadly fall into the 4 areas of:

1. Communication and interaction

2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Guiding principles

- At Green Meadow Primary school we believe that all of our pupils, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high quality education that will maximise their life chances.
- All pupils are entitled to a primary education that enables them to:
 - achieve their best
 - become confident individuals living fulfilling lives, and
 - make a successful transition into secondary education

Objectives of the school's SEN policy

- We will ensure that a child or young person with SEN will have their needs met through a rigorous programme of identification, assessment, planning and support. To achieve this;
 - the views of the pupil will be sought and taken into account
 - our parents have a vital role to play in supporting their pupil's education
 - our pupils with SEN will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum
 - the school will manage its resources to ensure all pupils' needs are met
 - a pupil's special educational needs will be identified early
 - provision and progress for our SEN pupils will be monitored and reviewed regularly
 - the school will involve outside agencies when appropriate
 - Education, Health & Care Plans will be reviewed regularly in line with regulations
 - appropriate training will be provided for those involved in the implementation of the policy

Where a SEN is identified, the school will put appropriate evidence-based interventions in place. These will be provided as part of a Graduated Response, which includes regular review of the progress made and adaptations to the support provided as required.

How the policy will contribute to meeting the objectives

The effectiveness and appropriateness of the policy will be continuously monitored by the Special Educational Needs Coordinator (SENCO) in conjunction with the SEN Representative from the Governing Body using the criteria listed elsewhere. The use of resources, identification, programme planning, effectiveness and quality of individual planning, pupil progress, pupil participation, parents as partners, statutory reviews, referrals for statutory

assessment, the identification of training needs and the use made of support services will be monitored and evaluated regularly.

In addition the school will annually undertake a self-evaluation of the effectiveness of its policy in order to both update the policy and to plan further improvements and development.

The arrangements that have been made for coordinating the provision of education for pupils with SEN at the school.

The school's provision for pupils with SEN will be coordinated by the SENCO.

The SENCO has an important role to play with the head teacher and governing body, in determining the strategic development of SEN policy and provision in the school. At Green Meadow Primary school the SENCO is part of the school leadership team.

The SENCO has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans/ Statements of Special educational Need.

The SENCO provides professional guidance to colleagues and works closely with staff, parents and carers, and other agencies. The SENCO is aware of the provision in the Local Offer and is able to work with professionals providing a support role to the family to ensure that pupils with SEN receive appropriate support and high quality teaching.

The key responsibilities of the SENCO are:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising a on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, including the local authority and other support services

- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

In addition to the SENCo, there is a specialist team of people who support the work of the SENCo. Their roles and responsibilities are;

Name:

Four phase based SEN keyworker TAs

Pastoral TA

Lead on Medical Needs in School

An independent Educational Psychologist for the school

An independent Speech and Language Therapist for the school

Pupil and School Support Service- LA support service

Communication and Autism Team- LA support service

Physical Difficulties Support Service- LA support service

Sensory Support Service- visual impairment- LA support service

Sensory Support Service- hearing impairment- LA support service

City of Birmingham School, behaviour support- traded service

Malachai Trust, emotional support and counselling for pupils and parents- traded service

Allens Croft Child Development Centre- named paediatrician for individual pupils

Social Care- named social workers for individual pupils

LACES (Looked After Children in Education Service)

The admission arrangements for pupils with SEN who do not have an Education Health Care Plan in so far as they differ from the arrangements for other pupils.

The admission arrangements for pupils with SEN who do not have an EHCP are the same as the school for a whole.

For most pupils with special educational needs, needs can be met through the universal support of the Birmingham Local Authority Local Offer which can be viewed at,

www.mycareinbirmingham.com

In addition to the LA local offer Green Meadow Primary School can offer;

- A designated SENCO in school 4 days per week
- A team of designated SEND Teaching Assistants
- A fully accessible site, including a lift, disabled toilet and personal care area, with shower.
- Teaching Assistants with specialisms in Makaton, Gross Motor, Social Skills and Social Interaction.*
- An independent Speech and Language Therapist in school 2 days per week.*
- An independent Educational Psychologist in school 2 days per month.*
- A Malachai support worker in school 2 days per week to support pupils with emotional difficulties.*
- A close relationship with the Reameadow Children's Centre Team Around the Family Core Group and Integrated Family Support Team.
- Established interagency working with teams such as the Communication and Autism Team, Pupil and School Support Service, Sensory Support Service, Allen's Croft Child Development Centre, CAMHs, Birmingham Social Care Team, SWEET project, Spurgeons Beyond the Horizon, Birmingham Children's Hospital, Victoria Outreach for Physical Difficulties and many other outside agencies.
- Good relationships with local schools, nurseries and secondary schools which support transition arrangements, including meetings about key pupils, handover of all paperwork, transition books and one page profiles.
- Membership of the local consortium SENCO support network.
- The Soundfield System (to support pupils with hearing impairment) installed in all classrooms.
- Dyslexia and Autism friendly classrooms.
- ICT support and learning programmes to support pupils with Downs Syndrome.
- A designated teacher for Looked After Children.
- Four fully trained Senior Designated Members of Staff for Safeguarding and Child Protection.
- A fully trained f CAF lead professional.
- Access for all pupils to a range of extra- curricular clubs (please see examples of after school clubs on the 'being active' section of our website). We also provide some additional groups to cater for specific needs including; lunch club, social skills groups and home learning support groups

*subject to change

The school seeks to comply with the 2010 Discrimination and Disability Act.

Part 2 : Information about the school's policies for the identification, assessment and provision for all pupils with special educational needs

SEN Funding

The school's SEN provision is funded largely from the school's overall budget and is allocated largely on the basis of individual need. Support is graduated according to needs, priorities and availability of resources. When it is agreed to place a pupil on the school's list of pupils with SEN it is because their additional needs are significant and they require additional support that the school may fund up to an additional £6k. In exceptional cases the school can apply to the LA for top up funding. Pupils who have an Education Health & Care Plan will have an agreed package of support from the Local Authority through the Personal Budget arrangements.

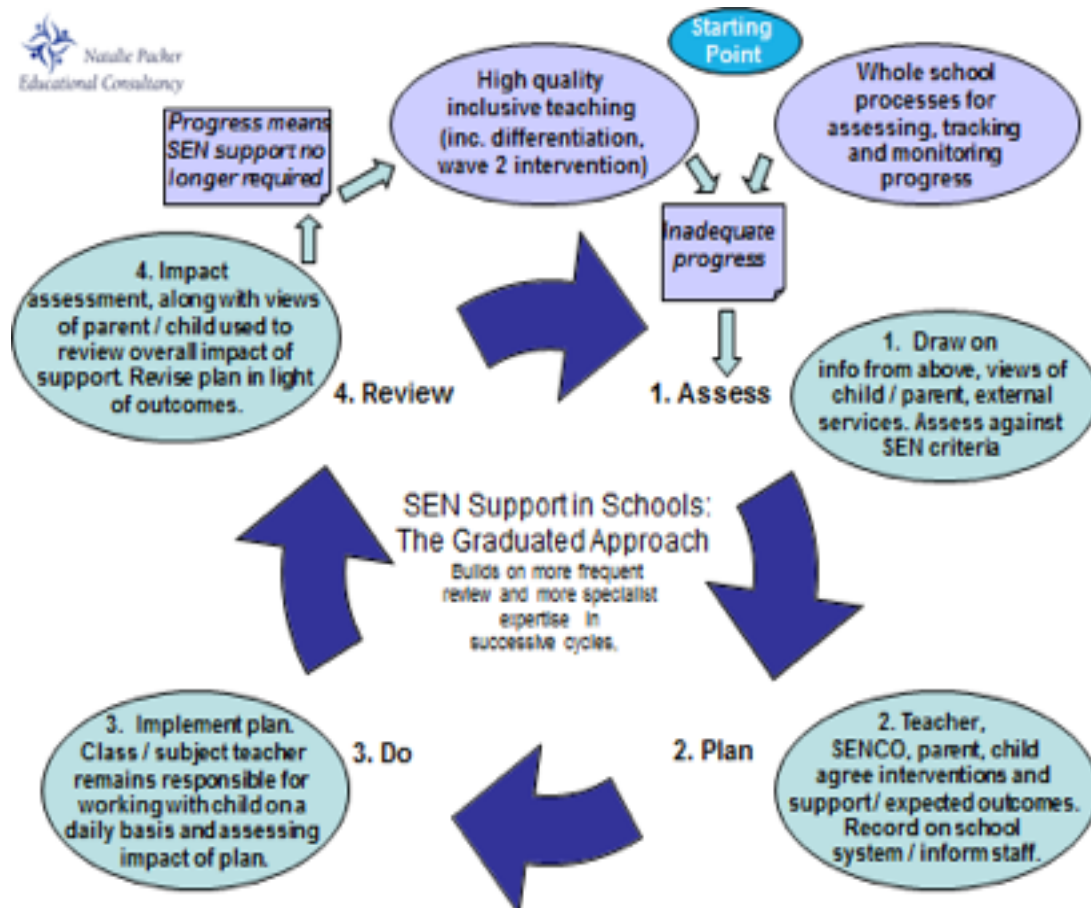
How pupils with special educational needs are identified and their needs determined and reviewed.

All teachers are responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, class teachers and SENCOs and parents will collaborate on problem-solving, planning support and teaching strategies for individual pupils.

High quality teaching, differentiated for individual pupils, is the first step in our school's response to pupils who have or may have SEN.

The identification of SEN will be built into the school's overall approach to monitoring the progress and development of all pupils.

In line with the 2014 Code of Practice requirements the school will deliver a **Graduated Response Model** as described in the diagram below for pupils identified as having SEN: (with thanks to Natalie Packer, ***Natalie Packer Educational Consultancy www.nataliepacker.co.uk/***)



Action by class / subject teacher (prior to involvement of the SENCO).
Class / subject teachers will be expected to have undertaken the following actions)

- Use existing information as a starting point
- Highlight areas of skills to support in class
- Use baseline assessment to identify what child knows, understands and can do
- Ensure ongoing observation/assessment provides feedback so assessment forms basis of next steps
- Involve parents
- Involve child
- Will not have assumed difficulties are within the child
- Use of National Curriculum programmes of study, effective management, ethos, learning environment and curriculum arrangements
- Differentiation – match planning to individual needs
- Take responsibility for planning and overseeing any interventions or support arrangements to address the child's learning difficulties.

Arrangements will be monitored to identify those pupils not making sufficient progress with this level of support because of their special needs, at which

point the SENCO is consulted, as to whether the pupil should be placed on the school's SEN register.

List of pupils with SEN

Placing pupils on the school's List of pupils with SEN

- Will be considered when pupils are unable to make appropriate progress and involves experts advising on a personalised plan, specialist assessment, advice on new strategies, additional support
- Triggers – little progress over time, NC levels below age expected level or serious cognition/social & emotional/physical/sensory/communication/ interaction difficulties. Wave 2 interventions have not made a significant improvement

The Graduated Response

Will be led by the class/form tutor (or could be pastoral for pupils with social and emotional needs) in partnership with the SENCo.

It will commence once it has been demonstrated that high quality teaching and learning arrangements as part of normal classroom planning, support and interventions are not enabling the pupil to make good enough progress, and where assessment data indicates this is because special educational needs are providing a barrier to learning.

Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents.

The outcomes considered should include those needed to make successful transitions between phases of education and to prepare for adult life.

In consultation with the pupil and parents a plan will be drawn to achieve the agreed outcomes through support and intervention arrangements. The Graduated Response plan will ensure that;

- External agencies will be contacted and will see existing records and carry out their own assessments
- SENCO/teacher/ will consider a range of approaches/materials
- Plans for the use of support will relate to a clear set of expected outcomes, which should include stretching and relevant academic and developmental targets (including for older pupils, and young people, targets around preparing for adulthood).
- Progress towards these outcomes will be tracked and reviewed termly through a 4 step model, and will be repeated as many times as is necessary. (See model below)

Assess

- Analyse pupil's needs
- Teacher's assessment, experience of pupil, data on progress & behaviour, views of

Plan

- Notify parents
- Identify interventions & support

Do

- Class teacher responsible for working with pupil of a daily basis
- Class teacher takes responsibility for group interventions away from the class

Review

- Review plan on a termly basis
- Interventions should last 4-6 weeks

The termly review meeting

This meeting will be led by a teacher with good knowledge and understanding of the child or young person who is aware of their needs and attainment. This will usually be the class teacher, supported by the SENCO. It will provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the child.

These discussions will be enabled to allow sufficient time to explore the parents' views and to plan effectively.

The school's provision map

The school will maintain a provision map of the support, arrangements and interventions available to ensure that pupils with SEN can access learning and maximise their achievements.

The School's Approach to Identification and Assessment of SEN

At Green Meadow Primary School we have an agreed approach to the identification and assessment of SEN taking into account the nature of the special needs.

Identification includes the use of high quality formative assessment, as well as effective tools and early assessment materials. We source support from the Local Authority or other commissioned professionals. This could be from the Educational Psychologist, Additional Needs Teachers or Health Professionals e.g. speech and language therapists, physiotherapists etc.

For higher levels of need, our school has arrangements in place to draw on more specialised assessments from external agencies and professionals.

Where pupils do not make sufficient progress, despite the school making purposeful and relevant interventions, it may be appropriate to ask the LA to carry out a statutory assessment of their needs to see if they are eligible for an Educational Health and Care Plan (EHCP). The LA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried. The LA will need information about the pupil's progress over time, and will also need clear documentation in relation to the pupil's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

In preparing a request the school will involve the parents, pupils and outside agencies and refer to Chapter 8 of the Code of Practice.

Education Health and Care Plans (EHCP)

Once a pupil has an EHCP naming Green Meadow Primary School, the Head teacher of the school will ensure that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the pupil's progress during the course of a year. Formal reviews of the EHC plan will take place at least annually. If a pupil's SEN change, the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate. For further information on EHCPs please see the Local Authority's Local Offer.

Access to the National Curriculum.

At Green Meadow Primary School we follow the new National Curriculum statement on Inclusion. We expect our teachers to set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. Teachers will use appropriate assessment to set targets which are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that our pupils with SEN will be able to study the full national curriculum. Potential areas of difficulty will be identified and addressed at the outset of work.

At Green Meadow Primary School we make every effort to make adaptations to curriculum, teaching and the learning environment to meet the needs of

individual pupils, and where appropriate as part of the planning for the pupil we provide access to ancillary aids and assistive technology.

How the governing body will evaluate the success of the education which is provided at the school to pupils with special educational needs.

The governing body /proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014

WEBSITE SUMMARY – INFORMATION MUST INCLUDE

1. How the school meets a range of SENs
2. How the school identifies and assesses SEN
3. The name and contact details of the SENCO (mainstream schools)
4. How the school works with parents
5. The curriculum offer for SEN pupils and how the school differentiates
6. An example of the school's provision map for supporting the needs of pupils with SEN
7. The school's approaches to teaching and learning for pupils with SEN
8. Links to relevant policies – SEN, Single Equality Scheme (disability, discrimination & equality) Accessibility, Medical (including responsibility for individual Health Care Plans for pupils with Medical conditions)
9. Arrangements for engaging with pupils and parents
10. Arrangements for preparing for transition
11. Expertise and training of staff
12. Engaging with the wider curriculum, for example sports or arts provision
13. Pastoral care for pupils with emotional and social SENs
14. Arrangements for pupils with SEN who are Looked After Children
15. Links with external agencies
16. Who to talk to re SEN
17. How to make complaints
18. How the school contributes to the LAs local offer
 - a. Weblink to the LA Local Offer for accessibility to parents/ carers
 - b. How parents and young people can request an assessment for an EHC plan
 - c. Arrangements for travel to and from schools, post-16 institutions and early years providers

As stated in Section 1 the school will continuously monitor and evaluate the working of the SEN policy gathering information on the following aspects;

- Number of pupils with SEN, expressed as a percentage of the school roll, and any changes to the level of support they receive
- The level of support pupils received and the amount of progress they make
- The 'value-added' data of pupil progress
- The success of resources
- The impact of training and new approaches to meeting needs
- The identification of training needs
- The impact and outcomes of the review process
- The development of pupil participation
- Relationships with parents
- The impact of the statutory process on pupil progress
- The success of involvement of outside agencies
- The success of liaison with other schools.

Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Any complaints from parents of pupils with special education needs concerning the provision made at the school should be made through the school's complaints procedures as set out on the school's website and in the prospectus.

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| <p>Part 3 : Information about the school's staffing policies and partnership with bodies beyond the school</p> |
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Arrangements for Professional Development for all staff, including SEN staff and learning support assistants, in relation to special educational needs

The professional development of all staff involved in meeting the needs of pupils with SEN is ongoing and continuous. A wide range of training opportunities is provided which includes;

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects provided by SEN specialists
- Attendance at courses offered by external providers, accredited and non-accredited, as part of the school's Performance Management process
- Other courses which are relevant to the work being undertaken. This can be generated by staff interest or can be undertaken at the request of the SENCO.

The role played by the parents of pupils with special educational needs.

All parents and carers of pupils with special educational needs at Green Meadow Primary School are considered to be our partners. They will be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their pupil's education
- have knowledge of their pupil's entitlement within the SEN framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

To make communications effective staff at Green Meadow Primary School will:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the pupil's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings

Pupils

The pupil's views will always be ascertained, but this may not be through direct discussion with the pupil. Pupils will be enabled/encouraged to participate in all decision-making processes in education, including the setting of learning targets and contributing to personal plans, discussions about choices of schools, contributions to the assessment of their needs and termly reviews and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued

Any links with other schools, including special school, and the provision made for the transition of pupils with special educational needs between schools or between the school and the next stage of life or education.

Liaison with regard to the successful transition of pupils with SEN is undertaken with receiving and sending schools and colleges prior to transfer. Contact is coordinated by the SENCO.

This policy will be reviewed and updated annually. The SENCO will also report annually to the Governing Body concerning the effectiveness of the policy.

APPROVED

SLT: 18/11/14

Chair of Governors: 25/11/14

Signed: 25/11/14