

Kings Heath Primary School

SEND/Inclusion Policy

2020-21

- Revised by Inclusion Leader, SLT, and Inclusion Committee
- This policy is to be reviewed September 2021 or sooner in the light of any changes/directives or changing needs of the pupils or other school stakeholders

- To be read alongside the following policies-

*Accessibility

Assessment

Curriculum subjects

Disability

Equal opportunities

Funding/Finance & Staffing

Gender & Equality

Medical Conditions Policy

Race & Equality

Teaching & Learning

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Vision

Our Vision

Kings Heath Primary School is a diverse and inclusive community of learners. We aspire for our children to be

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals, able to live a safe, healthy and fulfilling life
- Responsible citizens who make a positive contribution to society

We believe in education and learning that is stimulating, liberating and enriching and that helps develop minds that are alive to the diversity of human thought and achievement and to the richness of the natural world.

Kings Heath Primary School is working towards the 'Rights Respecting School Award', seeking to apply the principles of the United Nations Convention on the Rights of the Child in all our policies and practice. In April 2016 we were awarded 'Recognition of Commitment' – the first stage of the award.

We aim to realise our vision in part through the fair and consistent operation of this policy.

1. Aims

Our SEN policy and information report aims to:

Involve the views of pupils and parents in decision making, making them central to the decision making and planning for SEND, forming effective partnership working and aim to:

- Communicate clearly and effectively
- Maintain effective and clear processes and systems for SEND
- Have high expectations
- Early and/ or timely identification of needs and interventions put in place
- Clear information about the help and services available

2. Legislation and Guidance

This policy and information report 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

A pupil has SEND if they have a learning difficulty or disability which calls for 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 the majority of 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. Roles and responsibilities

The Head Teacher, Special Educational Needs co-ordinators, (Foundation Stage & Year 1-6), Teaching staff and Teaching Assistants have day to day responsibility for meeting the needs of children in school.

The SENCO/Assistant Head Teacher, **Julia Wilcox** has school wide responsibility for SEND.

Lisa Brown Assistant Head Teacher and Lead for Foundation Stage and Year 1 has operational and managerial responsibility for SEND in Foundation stage (Nursery and Reception).

Julia Wilcox is responsible for reviewing Policy and Practice for SEND in consultation with key stakeholders.

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 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
- The SEN Governor is **Liz Holmes**

4.3 The Headteacher

The headteacher will:

- Work with the SENCOs 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 Learning Support 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

***Due to the restrictions currently in place in response to COVID 19 Learning Support Assistants in Years 2-6 are working outside the classroom, delivering interventions and supporting only those children identified as having SEND**

5. SEN Information Report*

5.1 The kinds of SEN that are provided for

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

The 4 areas of identified needs: (Code of Practice 6.28-6.35)

- **Communication and Interaction** - This will include pupils with difficulties with speech and Language motor and processing difficulties. This may also include children with Autistic Spectrum Condition
- **Cognition and Learning** - This will include pupils who have difficulties processing and retaining information or have specific conditions such as Dyslexia, Dyscalculia or Dyspraxia
- **Social, Mental and Emotional Health** - This will include pupils who for a variety of reasons are experiencing difficulties and behaviours that may reflect underlying mental health difficulties such as anxiety or depression. It may also include pupils who find it difficult to control their behaviour as a result of Attention Deficit or Attachment disorders
- **Sensory and /or physical** – This will include pupils who have a disability which prevents or hinders them to access School. These may be hearing and/or visual impairment, or a physical disability, such as Cerebral Palsy, Muscular Dystrophy, Brittle bones and others

* It should be noted that some children will have needs in more than one area

* Refer to Medical Conditions Policy

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

*Additional catch up and recovery teaching programmes are in place in response to COVID 19 and learning /time in school missed in the Spring and Summer term

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

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

We will notify parents when it is decided that a pupil will receive additional support.

5.4 Assessing and reviewing pupils' progress towards outcomes

The Graduated Approach, school organisation and systems

- All children will have full access the curriculum where it is practical and appropriate. The curriculum will be differentiated, adjusted and delivered using a variety of approaches to address needs, using 'high quality teaching.'
 - Parents will be informed of any early concern raised and of additional interventions taking place apart from the routine catch up activities within class.
 - Following assessment and evaluation/analysis of progress, a discussion will take place between the class staff and the SENCO (Special Educational Needs Coordinator) and advice taken as to how to proceed.
 - It may then be decided, following discussion with Parents, teaching staff and the SENCO, to place a pupil on a register for SEND and where required, additional provision (referred to as, 'School Support)
 - An 'Assess, Plan, Do, Review,' process then follows. Pupil's arrangements will be reviewed each term. Regular information sharing meetings will take place, where parents will be invited to complete a questionnaire to gather their thoughts and opinions about SEND provision in school.
 - School uses a school tracking system for all children and a system designed to track smaller steps progress, where children are working on objectives below their year group. This is called the Birmingham Toolkit. (Continuum tracker).
 - The record of meetings and pupil SEND targets and plans are stored on a system called Provision Map. This is a paperless system that allows data to be safely stored, is accessible to staff via a password protected log in. This will be shared with parents of SEND pupils at parent's evenings and reviews. It is hoped that

parents will be able to access the system remotely by the end of the Autumn Term 2020/Early Spring Term 2021.

- Where progress is satisfactory or an agreed level is reached, it may be that the pupil no longer needs formalised arrangements and will no longer be registered as having SEND. Where a pupil's needs are more complex, interventions in a small group or 1:1 may become part of their weekly timetable. This is a higher level of school support. It may also be necessary to consult outside agencies for advice to design strategies for support,(referred to, as, 'Targeted Support').
- When children's needs are highly complex, or a child has multiple complex needs, it might be necessary to assess and request an Education and Health Care Plan. This would be in collaboration with all school staff and supporting agencies, pupils and their parents. (Referred to as, 'Specialised Support').
- It would also be considered if attendance at a mainstream school, such as Kings Heath is regarded as a suitable placement for the pupil.
- Accessibility and Personal Care Plans are written for those children who need adaptations made to access the school environment or where special arrangements are made for their personal care or equipment used in school.
- (See Accessibility policy/Medical Policy)
- (See Appendix - Graduated Approach flow chart for staff)

The graduated approach and the four-part cycle of assess, plan, do, review, means:

The class teacher will liaise and work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
 - Their previous progress and attainment and behaviour
 - Other teacher's assessments, where relevant
 - The individual's development in comparison to their peers and national data
 - The views and experience of parents
 - The pupil's own views
 - Advice from external support services, if relevant/appropriate
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- All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 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.
- Adapting our resources and where possible, providing flexible staffing arrangements (*small groups and 1:1 interventions).
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, specific seating and seating arrangements.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading and reading instructions aloud.
- Making provision and adaptation, where appropriate for assessments.

***Not operating at the time of writing. 1:1 or 1:2 interventions only, in Year 2-6, where Learning support Assistants cannot be allocated to a single class- refer to school RA.**

5.6 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 in a variety of ways, for individual pupils.

We will also provide the following interventions:

Early Years and Foundation Stage

Intervention name	Organisation/Frequency and approaches
<ul style="list-style-type: none"> • Language development • Fine motor skills • Additional phonics • Number recognition • Social skills 	<p>This is delivered through language modelling, role play and specific activities.</p> <p>There may be some individual interventions requiring a specific activity carried out 2 or 3 times per week on a 1:1 or 1:2/3 basis.</p>

Year 1-6 Year N,R & 1 continue to work

Intervention name	Organisation	Staff member
Additional phonics (Mainly in Key Stage 1) *Word Hornet/Word Wasp *Published resource	1:1 or small group	T/TA (Teacher or Teaching Assistant)
Additional spelling intervention/adapted spellings	Organised within individual year groups	
Additional/paired reading	1:1	T/TA
Precision Teaching*	1:1	TA
Comprehension activities	1:1 or small group	T/TA
Speaking & Listening groups/Vocabulary Some pre & post tutoring of vocabulary or ideas covered	Small group/1:1 where necessary	TA
Writing support/edit & Improve-use of Clicker 7 programme	Small group 1:1	T/TA
Number fluency and understanding *Plus 1 and Power of 2 -published resource	1:1 /Small group	T/TA
Fine motor skills	Small group	TA
Physiotherapy	1;1	TA

Mentoring/Counselling/Peer mentors	1:1	Counsellors/mentors
Play leaders	Small group	

*Precision Teaching is an intensive intervention to increase reading fluency and instant recognition of words.

*** Please note these interventions take place where staffing levels permit**

***Due to restrictions in practice and school RA, interventions are delivered on 1:1 or 1:2 where a Learning Support Assistant is not allocated to a single class.**

5.7 Outside Agencies/Support for pupils and staff training

Where school requires further advice, we consult specialists operating outside school.

Professional Services available in school:

- Behaviour/Mentoring Support (REACH Services)
- Specialised counselling service (JH Counselling)
- Communication and Autism Team (Visit & Advice)
- Educational Psychologist (EP Visit & Advice)
- Occupational Therapists (Advice only)
- Physiotherapy (Visit & Advice)
- Pupil & School Support (Visit & Advice)
- Physical Disabilities Support Service (Visit & Advice)
- Speech & Language Service (Advice only)
- Specific, Sensory Specialists Services for identified pupils (Visual Impairment Team, Hearing Impairment Team)
- Specialist Nurse Support for Brittle bones and Diabetes for Identified pupils
- ADHD Nurse for advice
- Advice and communication with Community Paediatrician

5.8 Supporting pupils moving between phases or to different schools/settings

- We will share all relevant information with the school, or alternative setting the pupil is moving on to.
- Meetings will take place between appropriate members of Teaching and support staff, pupils and their parents, at the end of the year, phase or transition point. *These are virtual meetings at the present time
- Information to support a smooth transition is shared.
- There will be transitional sessions in new classes or schools to help to prepare for change. (As above)
- Pupil's passports and 1page profiles will also be provided so that those working with pupils with SEND have as much information as possible to support from the outset

5.8 Expertise and training of staff

Our SENCOs have ten years plus experience in their role and have worked in a variety of roles within school in addition to this.

They mainly non- class based and are available to manage SEN provision.

We have a small team of teaching assistants, who are trained to deliver SEN provision and support pupils with complex physical needs.

Staff training is provided by partner agencies in a variety of ways, in the form of advice, inset and short courses.

5.10 Securing equipment and facilities

School works with other RB schools, particularly Victoria federated schools, who provide advice and support for pupils with physical disabilities. Equipment and advice on equipment and use of facilities is organised by their co-workers and the physiotherapy service assigned to school by them. Equipment is regularly serviced and checked in line with manufacturers and health & safety schedules.

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after approximately 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO in collaboration with senior leaders for school improvement plans
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

Wherever it is practical and possible, given the physical constraints of the school site, most of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The school is designed to meet the needs of 6 pupils with physical disabilities with Education and Health care Plans. Placement is agreed between the local authority and school and depends on school's ability to adequately meet their needs.

Pupils with disabilities are encouraged and supported to work towards personal independence and full inclusion. School policy, curriculum and ethos work together to ensure all pupils are treated in a respectful way including pupils with disabilities.

We have some adapted facilities in school, including ramps and automatic doors to and from the classrooms, accessible toilets and a space to deliver physiotherapy programmes. (See Accessibility policy & plan)

5.13 Support for improving emotional and social development

Pupils with disabilities have a key person they can speak to in school to support their emotional well-being. They are also given priority to access more formal and informal mentoring and counselling.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to become Play leaders and Peer mentors promote teamwork/building friendships and offering peer support
- We have a 'zero tolerance' approach to bullying.

5.14 Working with other agencies

Supporting pupils & families

School is often the starting point for parents to seek help and advice. School may be able to offer support internally and can also sign post to other services available in Kings Heath and around Birmingham, Early Help and Right Service Right Time principles.

Details of support organisations are available from school or the school offer found on the website. The Local Authority's website, My Care in Birmingham, lists names and contact numbers of support organisations- <https://childrens.mycareinbirmingham.org.uk>

Safeguarding

Birmingham Safeguarding Board, provides advice and training for school. Advice is also taken from CASS (Children's Advice and Support Service- 0121 303 1888) and MASH (Multi Agency Support Hub).

Health Service Links and supporting Medical Needs

School links with local Children's Centres and Health visitors in order to plan and prepare at the earliest opportunity for the children in the Foundation phase (Nursery and Reception).

School links with the school nurse and community paediatrician for children in year N-6 and is able to make referrals to community paediatricians where appropriate. Parents are also able to approach your family GP if you think the need to be acute.

5:15 Complaints about SEN Provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. If this does not resolve the issue the SENCO will become involved. If further intervention is required or requested, parents will be issued with a copy of the school's Complaints Policy. Should parent's wish to take the matter further the Head Teacher would become involved.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Parent Partnership Links/Complaints

SENDIASS (Special Educational Needs Information and Advice Support Service), is a body that is independent of school and can offer parents support and advice. They may be able to sign post you to other supporting agencies. They are always available to you and there doesn't have to be a problem for you to contact them. However, they will support independently if there is a dispute between school and /or the local authority and other services. School encourages this relationship and will work with families and supporting organisations to find solutions and resolve any problems or disputes.

5.17 Contact details for raising concerns

Safeguarding concerns should be raised with either one of the 5 DSLs in school (L Brown, P Clabon, S Hanson, J Scott, J Wilcox). If the concern involves a member of staff, then it should be raised with the Head Teacher. If the concern is about the Head Teacher it should be raised with the Chair of Governors. The Chair of Governors should be contacted via the school office.

5.18 The local authority local offer

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