



**Kings Heath**  
Primary School

# SEND Policy

## 2022-2023

<b>Version:</b>	<b>September 2022</b>
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<b>Signed by the Governing Body:</b>	<b>M. Hand</b>
<b>To be reviewed (annually):</b>	<b>September 2023</b>

### **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

“Nurturing ambition, achievement, respect and happiness”

#### Curious

#### Caring

#### Confident

**Curious:** We aim to promote a thirst for knowledge and a desire for new experiences. We place a high focus on the ‘basics’ (oracy, early reading, phonics, times-tables) as the tools to enable pursuit of knowledge and individual interest. Our subject specific curriculum content is chosen to reflect our global community and is enhanced by carefully chosen educational visits and special theme days. Our lesson planning allows for children to ask questions and explore ideas in depth.

**Caring:** Inclusion is central to everything we do. Children throughout the school play a role in supporting others, as play leaders, peer mentors and reading partners. Our curriculum, and detailed assembly programme promote an awareness of need in our wider community and globally. Children participate in many charity events as well as school-based projects such as Clean Air Day and Eko Club.

**Confident:** We recognise that children today are subject to many pressures, particularly from the new technologies. We want our children to question information they receive rather than take it at face value. We want them to have the resilience to say ‘no’ to peer pressure to act inappropriately. Community engagement and competition (school twinning, £5 challenge, Community choir, Chess Club and Save Our Schools campaign) are promoted as means to celebrate individual identity and talent.

We want our children to leave our school with an understanding of themselves as part of a complex world, with the belief they have a contribution to make and that their actions can bring change where change is needed.

## 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 2015](#) 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- (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 coordinators, (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

## **5. SEN Information Report Sept 2022**

### **Overview of Needs in School**

Current figures 17% of school population = SEND (Correct at time of writing September 2022)

Of the total SEND group in school 8.7% have EHCPs (Education and Health Care plans) and is 1.4% of the current school population.

### **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 behaviour 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.

## **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 organization, 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/or reviews. It is hoped that parents will be able to access the system remotely by the end of the

Autumn term 2022

- 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 submit a, **\*Send Support Plan**, to the local authority or if a Specialist school is thought to be more suitable an **Education and Health Care Plan**, may be requested. 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 an unsuitable 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)

\*Send Support Plans require advice and reports from Local authority specialist staff. It is not a legal document and constitutes an arrangement between school and the local authority.

### **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

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:

- Designing our curriculum to ensure all pupils have access to it. (Using a variety of approaches to suit learning styles).
- 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.
- Adapting our teaching, for example, giving longer processing times, pre-teaching key vocabulary, reading and reading instructions aloud.
- Making provision and adaptation, where appropriate for assessments.

## 5.6 Our approach to teaching pupils with Learning differences

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 adapted 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"> <li>• Language development</li> <li>• Fine motor skills</li> <li>• Additional phonics</li> <li>• Number recognition</li> <li>• Social skills</li> </ul>	<p>This is delivered through language modelling; role play and specific activities. 'Wellcom' strategies</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

Intervention name	Organisation	Staff member
<p>Additional phonics and reading (Little Wandle- keep up and additional resources)</p> <p>Published resource</p>	1:1 or small group	T/TA (Teacher or Teaching Assistant)
Adapted approaches to spelling	Organised within individual year groups	
Additional/paired reading- (link to Little Wandle)	1:1	T/TA
Precision Teaching*	1:1	TA
Comprehension activities	1:1 or small group	T/TA
<p>Speaking &amp; Listening groups/Vocabulary</p> <p>Some pre &amp; post tutoring of vocabulary or ideas covered</p>	Small group/1:1 where necessary	TA
<p>Writing support/edit &amp; Improve-use of Clicker 7 programme/BBC Dance-mat</p>	<p>Small group</p> <p>1:1</p>	T/TA
Fine motor skills	Small group	TA
Physiotherapy	1:1	TA
Mentoring/Counselling/Peer	1:1	Counsellors/mentors/ Forward Thinking

mentors/Mental Health Support Play leaders	Small group	Birmingham Mental Health Team
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\*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**

## 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:

- Specialised counselling service (JH Counselling)
- Forward Thinking Birmingham MHST: Tier 1 – low level intervention
- Communication and Autism Team (Visit & Advice)
- Educational Psychologist (EP Visit & Advice)
- Occupational Therapists (Advice only)
- Physiotherapy (Visit & Advice)
- Pupil & School Support- advice on learning- Literacy focus (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. (Early Years- Nursery to Reception and Primary to Secondary phase).
- 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 are 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

Equipment and advice on equipment and use of facilities is organised mainly by the physiotherapy service assigned to school by Health. 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 effectiveness of curriculum plans to meet the needs of pupils with SEND
- Reviewing the impact of interventions appropriately
- 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 Education and Health Care 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.

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 are given priority to access more formal and informal mentoring and counselling. They will be supported by a team within their year group.

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 and Newsletters.

The Local Authority website lists names and contact numbers of support organisations and information for Parents, Carers and Professionals. This is known as the Local Offer.

This is the website address: [www.localofferbirmingham.co.uk](http://www.localofferbirmingham.co.uk)

## **Health Service Links and supporting Medical Needs**

School links with local Children's Centres and Health visitors 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 can 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.

The Parent link service can be found at:

[parentlinkservice@birmingham.gov.uk](mailto:parentlinkservice@birmingham.gov.uk)

or

0121 303 8461

## **5.17 Contact details for raising Safeguarding concerns**

Safeguarding concerns should be raised with either one of the 5 DSLs in school (L Brown, P Clabon, Mark Court, 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. (Please refer to the Safeguarding and Child Protection Policy).

Birmingham Safeguarding Children Partnership 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).