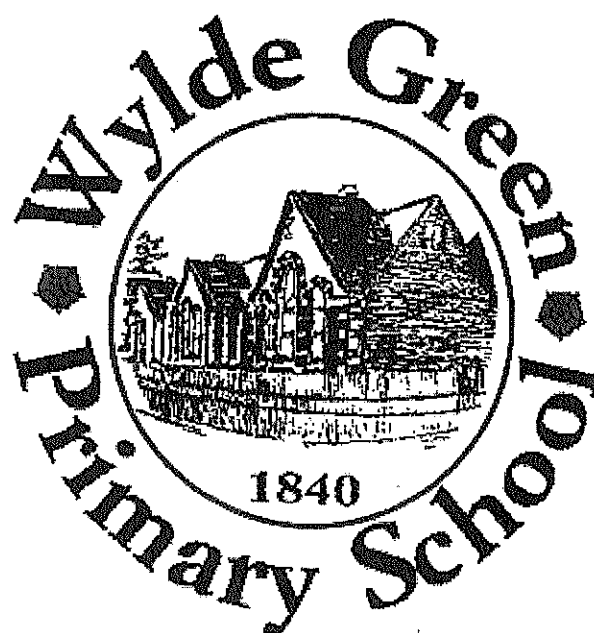


WGPS SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY



Policy reviewed: March 2024

Policy Agreed:

Review Date:

Signed:

A handwritten signature in black ink, appearing to read 'Tran', followed by a long, horizontal, wavy line.

Introduction

At Wylde Green we believe that all pupils are entitled to a broad, balanced and differentiated curriculum. Pupils are valued equally, regardless of ability and encouraged to exceed their potential. The achievements, attitudes and well-being of all pupils is paramount and practical steps are taken to account for pupils' varied life experiences and needs. The Special Educational Needs and Disability Act 2014 sets out the legislation for the identification and provision for children/ young people with special educational needs and/ or disability (SEND). The law states that all schools must 'have regard' to the SEND Code when deciding how to support children with special educational needs. In addition, provision at Wylde Green Primary School follows guidelines outlined in the Education Act 2011, the Children and Families Act 2014 and Equality Act 2010.

Purpose

The purpose of this policy is to ensure that pupils with SEND are identified, supported and guided throughout their school life, thus enabling them to maximize their learning, achieve their potential and make a successful transition when time to do so.

Definition of Special Educational Needs and Provision:

- Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them,
- Children have a learning difficulty if they:
 - have significantly greater difficulty in learning than the majority of children the same age; or
 - have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority'. (SEND Code of Practice 2014).

The current legal definition of special educational provision for children aged two or over is:

- 'educational provision which is additional to, or otherwise different from, the educational provision made generally for the children of their age in schools maintained by the LA (other than Special Schools)' [Children and Families Act, Section 20].

Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every pupil experiences success in their learning and wider aspects of school, achieving to the highest possible standard
- To enable all pupils to participate in lessons fully and effectively
- To value and encourage the contribution of all pupils to the life of the school

- To ensure all pupils are equipped with the skills to enable them to succeed in their next stages of education and life.
- To work in partnership with parents, carers and family
- To communicate with the Governing Body to enable them to fulfil their monitoring role
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
-

Roles and Responsibilities

The Special Educational Needs Co-ordinator (SENDCO) has responsibility for the day-to-day management of all aspects of the schools provision for children with SEND. The SENDCO is also responsible for keeping the Governing Body fully informed of SEND issues and developments providing appropriate reports and updates as required.

The SENDCO in collaboration with the Head Teacher, other strategic staff and the Governing Body takes responsibility for the operation of the SEN policy and coordination of special needs provision, working closely with staff, parents and carers, and other agencies.

The SENDCO will:

- have regard for the SEND Code of Practice when carrying out duties towards all pupils with special educational needs;
- do their best to ensure that necessary provision is made for any pupil who has special educational needs
- report to the Governing Body on the SEND policy's effectiveness, including any changes made
- co-ordinating appropriate provision for SEND pupils, including those with EHCP.
- Liaise with parents of pupils with SEND
- Be a key point of contact for external agencies especially the LA SEND team and professional services.
- Complete support plans and reviews for pupils; including annual reviews
- liaise with and advise fellow teachers
- manage Teaching Assistants
- be responsible for the monitoring of SEND pupil progress and attendance
- take part in school self evaluation (SSE) as appropriate
- liaise with parents/ carers and families
- contribute to in-service training
- liaise with LA support services and other external agencies

Classroom teachers will:

- set high expectations for all learners and aim to teach them the full curriculum whatever their prior attainment.

- Adapt their teaching appropriately to meet the needs of SEND learners in their class
- be accountable for the progress and development of all pupils within their class
- understand and implement strategies to identify and support vulnerable pupils with the support of the SENDCO
- draw to the attention of the SENDCO any pupil they feel require intervention because they display, significantly greater difficulty in one or more of the four main areas of need (outlined below) than the majority of children the same age

Facilities for Pupils with Special Educational Needs and Disabilities

Wylde Green is an old Victorian building. There is, however, disabled access throughout the building including widened doorways and a disabled toilet/ changing facilities. The school will have regard to the Equality Act 2010, the Children's and Families Act 2014 and the Code of Practice 2014 in terms of admitting pupils with disabilities. All members of the school community, including pupils, are invited to inform the school of any disability they have.

Admission of pupils with Special Educational Needs

Applications from parents of pupils with SEND but no Education, Health & Care Plan (EHCP) will be considered on the basis of the Local Authority's published admissions criteria. (Refer to Admissions Policy)

Members of the Senior Leadership Team, Early Years staff and the SENDCO liaise with the nursery schools/ early years providers regarding pupils who require support when they start at Wylde Green Primary School.

Parents/ carers are invited to speak to the SENDCO during Open Days and at the beginning of their child's Reception Year.

Identification of pupils with Special Educational Needs

The 2014 SEND code identifies SEND in four main areas

1. Communication and Interaction

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The school recognises that pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with communication and interaction.

The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

2. Cognition and Learning

The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). The **SENCO** will ensure that any provision offered will be suitable to the needs of the pupil.

3. Social, Emotional and Mental Health Difficulties

This area includes a wide range of difficulties that can manifest themselves as becoming isolated or withdrawn, displaying challenging or disruptive behaviour.

These may reflect underlying mental health conditions such as anxiety, depression, self-harm or other areas of need such as substance misuse, eating disorders or other physical symptoms that are medically unexplained.

4. Sensory and/or Physical Needs

This area of need can include:

- Vision Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily mean that the child would have specific learning needs.

More information can be found on the Birmingham Local Offer at www.localofferbirmingham.co.uk

English as an additional language

For a pupil with English as an additional language, lack of competence in English is not equated with learning difficulties, as understood in the Code of Practice. Where there is concern about SEND, advice will be sought and a full assessment of a pupil's language skills obtained. This information will form the basis of further work in assisting their learning difficulties.

Early identification of SEND

Early identification, assessment and provision for any SEND pupils is very important for the following reasons:

- it can minimise the difficulties that can be encountered within education
- it can maximise the likely positive response of the pupil
- it can allow for a temporary learning need to be overcome and for future learning to be unaffected;

- if the child's learning needs prove less transient when addressed by school alone then external agencies can be brought in earlier and very likely with more success.

Staff may identify a pupil they consider to have special educational needs at any time throughout the year by completing a 4 +1 form. After receiving advice from the SENDCO, teaching staff will implement given strategies for an agreed period. The pupil will then be reviewed to decide whether intervention has secured adequate progress, if not the pupil will move on to SEND Support.

Support for Teaching and Learning of SEND pupils

The NC Inclusion Statement (QCA/99/458) emphasises the importance of providing effective learning opportunities for all pupils through:

- Setting high expectations for every pupil, whatever their prior attainment.
- Using appropriate assessment to set targets which are deliberately ambitious.
- Identifying potential areas of difficulty and addressing them at the outset.

This school is committed to supporting pupils identified as having SEND within the mainstream classroom. All teachers are teachers of special educational needs and are expected to differentiate appropriately. The SENDCO is responsible for advising and supporting teaching and support staff to enable pupils with special needs to learn and interact alongside their peers. Every member of staff is provided with information, advice and strategies to support pupils with a variety of SEND needs.

When planning curriculum and assessment for pupils all staff take into account the individual needs of pupils highlighted as having special educational needs. Teachers will differentiate planning to enable pupils to gain maximum benefit from the curriculum. This differentiation covers the more able pupils as well as those usually classed as having 'special needs'.

Professional development of all staff is ongoing and for the SENDCO includes attendance at regular cluster meetings. CPD is provided specifically for Teaching Assistants on a regular basis.

The Graduated Approach

The school adopts a graduated response in order to help pupils with SEND and recognises there is a continuum of special educational needs. 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/carers. This will help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

Stage 1 – School monitoring

Pupils who are not making adequate progress are placed in the school monitoring category. Over a period of a term children's progress is closely monitored in order to develop the best

course of action moving forward. Pupils identified as requiring school monitoring may be provided with one or more of the following types of support to facilitate inclusion, enable progress, gain confidence and/or assist in the achievement of success: This may include

- differentiated materials
- specialised equipment
- in-class support
- small group work in the area of concern;
- mentoring support from Senior Learning Mentor in school
- reward charts/ Individual Behaviour Plans (IBP)

Stage 2 – SEND Support

Pupils who have not made satisfactory progress will move along the continuum to SEND Support. This will follow a four-stage cycle: Assess, Plan, Do and Review.

Assess

In identifying a child as needing SEND support the class teacher, working with the SENDCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their impact is developed.

Plan

Where it is decided to provide a pupil with SEND support, the pupil, parents/carers, class teacher and SENDCO should agree on interventions to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All 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.

Do

The class teacher should remain responsible for working with the child on a daily basis. Where interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO should support the class or teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents/ carers. This should be fed back into the analysis of the pupil's needs. The class teacher, working with the SENDCO, should revise the support in light of the pupil's progress and development, deciding on any changes and outcomes in consultation with the parent/ carer and pupil.

At this point the SENDCO may request advice and/or support from external agencies such as the Educational Psychology Service, Pupil and School Support Team, Communication and Autism Team, Social Care, Health professionals etc.

A one page profile will be drawn up between the pupil, parents/ carers and school identifying the pupils needs to improve their long-term outcomes. This will be reviewed three times a year. The class teacher will be assigned to lead on the one page profile, supported by the SENDCO and outside agencies where required.

Stage 3 – SEN support Provision Plan (SSPP) or Education, Health and Care Plan (EHCP) For a small number of pupils, it may be necessary, in further consultation with parents/ carers and external agencies, to consider whether to ask the LA to initiate a statutory assessment to gain additional funding to support the child or a possible change of provision (deemed by parental preference). A description of the pupil's needs together with information about the special provision already made for the pupil will form the basis on which the LA can consider and set individual long and short term targets. Strategies to meet these targets will be included on their one page profile. All pupils who are in receipt of an EHCP are reviewed annually on a formal basis, when parents/ carers, pupils and outside agencies are requested to comment upon progress made and difficulties experienced. In the case of EHCP reviews, all persons involved in the child's support and provision, are invited to attend an annual review.

External Support

Agencies include:

- Birmingham Educational Psychology Service
- Pupil and School Support Service
- Communication and Autism Team
- Beacon Behaviour Support
- Sensory & Physical Support Services (including hearing, vision and physical difficulties teams)
- Paediatric Therapy Services (Speech and Language, Occupational Therapy, Physiotherapy)
- School Nurse Team
- Special Schools
- Birmingham Children's Trust - Children's Social Care
- Forward Thinking Birmingham (formerly known as Children and Adolescent Mental Health Service-CAMHS)
- Parent Partnerships
- Virtual Schools from a range of local authorities.

The school will also seek support from voluntary and private agencies as required.

Inclusion of pupils with SEND

The senior leaders and SENDCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. We aim to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical) by:

- Providing a balanced curriculum for all pupils both in and outside of the classroom, including play and interaction at mealtimes and playtimes, and extending to additional activities before or after school, school day trips and residential visits
- Practicing teaching methods that suit the needs of individual pupils
- Promoting an inclusive culture throughout our school and encouraging social responsibility and understanding amongst all our pupils

The SEND Information Report

The purpose of the SEND information report is to enable parents and young people to see more clearly what services are available in school and in their area and how to access them. The school's SEND information report can be found on our school website as can a link to the Local Authority's local offer site.

Partnership with Parents/ Carers

The school believes that parents and carers hold key information and have a critical role to play in their children's education. For this reason we actively seek to work with parents of pupils with SEND. All teachers, the SENDCO, pastoral and other staff have an important role in developing positive and constructive relationships with parents and carers. We recognise that some parents and carers require both practical help and emotional support if they are to play a key role in the education of their children. For this reason we seek to develop partnerships with local parent support groups, external agencies and voluntary organisations.

The school works in partnership with parents of pupils in accordance with guidance in the 2014 SEN Code of Practice: 0 to 25 Years.

- If the class teacher has an initial concern about a pupil's progress parents/ carers will be invited to discuss this with the teacher at the earliest opportunity and be told of strategies in place to help their child
- If a decision is being considered to move a pupil on to SEN support then parents/ carers will be asked for their views prior to any decision being made. Parents/ carers will be fully informed of any additional programmes in place for their child.
- Parents'/carers' views will be sought when a pupil's one page profile is drawn up and suggestions as to how these can be supported at home will be given
- Parents/ carers are invited to each review and their comments are taken into consideration when deciding upon future action.
- Where a child has an EHCP, an annual review is held. Parents/ carers comments are sought prior to the review report being drafted and incorporated into the final report

Parents/ carers are encouraged to discuss any problems or concerns with school and with the child's teacher initially. Most problems can be resolved in this way. But if this does not happen, parents may raise concerns with the SENDCO as appropriate. Any complaints will be dealt with in line with the school complaints policy. Parents/carers may take their complaint to the LA, as described in the 2011 Education Act.

Consulting with pupils with SEND

Children's views will be sought and taken into account during the review process and at other key times throughout the year, i.e. at SEND reviews and meetings with their teacher. Age appropriate resources will be used with children to gain their views and express their wishes and feelings.

Arrangements for transferring between different phases of education

The SENDCO will contact all secondary schools identified for pupils with SEND and will give appropriate information prior to transition. For those pupils in receipt of an EHCP, the SENDCO will invite secondary school staff to attend Annual Reviews/ termly reviews as appropriate. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

SEND pupils that are moving between key stages will have transition arrangements in place via the SEN review process.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

A copy of this policy can be found on the school website

SEND and Pastoral Team

SENDCo: Clare Jennings

If you have any concerns or queries regarding Special Educational Needs or disabilities please contact any member of the SEND and Pastoral Team on the school number 0121 373 2691 or email enquiry@wyldegrn.bham.sch.uk.

Other related documents

This Policy should be read in conjunction with the following documents, all of which are available on the school website.

- The Equal Opportunities Policy
- Medical Conditions Policy
- Local Offer- school and Local Authority
- * Review Framework

The policy should be reviewed annually or sooner in the event of revised legislation or guidance.

