



# SEND POLICY

Signed by the Chair of the Governing Board:	
The Governing Body ratified this policy on:	<b>20<sup>th</sup> April 2023</b>
Review Schedule:	The Governing Body will review this policy <b>annually</b> .
Date of next review:	<b>April 2024</b>

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## **1. Aims and objectives**

Our special education needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Support and make provision for pupils with special educational needs and disabilities
- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of SEND
- Help pupils with SEND fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- Help pupils make successful transitions into new settings
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil

## **2. Vision and Values**

We are an inclusive school where everyone is made to feel welcome. Our inclusive ethos aims to encourage all children to become life-long learners, who are kind and respectful. We encourage all children to be actively involved in their learning and become confident, resilient, responsible and independent learners.

We are committed to ensuring that all children are safe and enjoy high quality learning experiences and reach their full potential. While we recognise and celebrate individuals' talents and strengths, we aim to identify children's individual and specific areas of need early and make provision to meet their needs.

## **3. Legislation, compliance and guidance**

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25, 2014, 3:65 and has been written with reference to the following legislation, guidance and documents:

- Equality Act 2010
- SEND Code of Practice 0-25 (2014)
- Schools SEND Information Report Regulations (2014)
- Public Sector Equality Duty (section 149 of the Equality Act 2010)
- Statutory Guidance on Supporting pupils at school with medical conditions (2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (2014)
- Part 3 of the Children and Families Act (2014)
- Teachers Standards (2012)
- Government and Local Authority guidance
- Confidentiality and Data protection policy
- GDPR regulations (2018)
- Governance Handbook

#### **4. Inclusion and equal opportunities**

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

#### **5. Definitions**

##### **5.1. Special Education needs**

A pupil has SEN if they have a learning difficulty or disability that requires ‘additional’ or ‘different from’ provision made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most 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

##### **5.2. Disability**

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. This definition includes long term health conditions such as asthma, diabetes, epilepsy and cancer. However, children with these conditions do not necessarily have SEND. At school, every child with a disability has a medical care plan, which is created by medical professionals and parents. In addition, where a child needs special educational provision based on their disability they will be placed on the SEND register.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### 5.3 The 4 areas of need

Area of Need	
<b>Communication and Interaction</b>	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category</p>
Area of Need	
<b>Cognition and Learning</b>	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> </ul> <p>Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</p>
<b>Social, Emotional and Mental Health</b>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
<b>Physical and Sensory</b>	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

### 5.4 Behaviour

Behavioural difficulties do not necessarily mean that a child has a SEND and should not automatically lead to a child being placed on the SEND register.

## **5.5 English as an additional language (EAL)**

Identifying and assessing SEND for children whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEND.

## **5.6 Supporting children at school with medical conditions**

Children with medical conditions are properly supported so that they have full access to education, including school trips and physical education. We recognise that some children may also have a disability and where this is the case we will comply with our duties under the Equality Act 2010. Where some children may also have special educational needs and disability (SEND) and may have an Education, Health and Care plan which brings together health and social care needs, as well as their special educational provision, the SEND Code of Practice 0-24 (2014) is followed. At James Watt, we have a policy for supporting children with medical conditions, which can be found under the “Policies” tab on the school website.

## **6. Roles and Responsibilities**

### **The SENCO**

The SENCO at our school is Mrs. T. Smith

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil’s needs and any provision made
- Work with the head teacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility of this SEND 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 liaise and work with staff, parents and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil’s SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the head teacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the head teacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school’s plan for continuous professional development

- With the head teacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the head teacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## 6.2 The governing board

The governing board will:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEND information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist assess of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

## 6.3 The SEND governor

The SEND governor is: Mrs L Gordon

The SEND governor will:

- Help to raise awareness of SEND issues of governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the head teacher and SENCO to determine the strategic development of the SEND policy and provision in the school

## 6.4 The head teacher

The head teacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Advise the LA when a pupil needs an EHC needs assessment, or when a EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## 6.5 Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider 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 SEND policy and SEN Information report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil



## **6.6 Parent or carers**

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report to the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil

## **6.7 The pupil**

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## **7. SEND Information report**

The school publishes a SEND Information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## **8. Our approach to SEND support**

### **8.1 Identifying pupils with SEND and assessing their needs**

We will assess each pupil's current skills and levels of attainment when they start at school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

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

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

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

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

Potential short-term causes of impact on behavior or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, 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.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

Then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

## **8.2 Consulting and involving pupils and parents**

The school will put the pupil and their parents at the heart of all decisions about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parent. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parent have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify and seek consent from parents if it is decided that a pupil will receive special educational provision.

## **8.3 A Graduated Approach to SEND Support**

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special education provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

### **Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

### **Plan**

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, [Provision Map], and will be made accessible to staff in either an Individual Target Plan or one-page Pupil Profile. SEND Support Provision Plans and Education, Health Care Plans are also uploaded onto Provision Map.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

## **Do**

The pupil's class retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will 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 SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

## **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

## **8.4 Levels of Support**

### **School-based SEN provision**

Pupils receiving SEN provision will be placed on the school's register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

### **SEND Support Provision Plans and Education Health Care Plans**

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to a SEND Support Provision Plan (SSPP) or Education Health Care Plan (EHCP). Both documents describe the pupil, their strengths and areas of development, the provision that will be put in place and the outcomes sought. The EHCP is a legal document and is needed when alternative provision is needed / requested by a parent. For example, a resource base or specialist setting.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (via a high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

## **8.5 Evaluating the effectiveness of SEN provision**

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

- Tracking pupils' progress, including using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Monitoring by the SENCO
- Holding annual reviews for pupils with SSP and EHC plans
- Getting feedback from the pupil and their parents

## **9. Expertise and training of staff**

Training will regularly be provided to teaching and support staff. The head teacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

## **10. Links with external professional agencies**

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and Language therapists
- Pupil Support Services
- Educational psychologist
- Physical Difficulty Support Services
- Communication and Autism Team
- Occupational Therapists
- Specialist School Outreach Services
- Sensory Support Services: Hearing impairment team
- Forward Thinking Birmingham (CAMHS)
- Social Services
- Education welfare officers

## **11. Admission and accessibility arrangements**

### **11.1 Admission arrangements**

All children are admitted in accordance with the general admission policy of the school. The Admissions policy can be found on the school website under the "policies" tab.

At James Watt Primary School, we observe two duties under the Equality Act, 2010:

- We do not directly or indirectly discriminate against, harass or victimise disabled children.

- We make reasonable adjustments, including the provision of auxiliary aids and services, to ensure disabled children are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what a child might require and what adjustments might be needed to prevent disadvantage.

## **11.2 Accessibility**

The SEN and Disability Act (2010) places a duty on all schools to increase the accessibility of their school for disabled children. Schools are required to produce a written accessibility plan for their school, and Local Authorities are under a duty to prepare accessibility strategies for schools in their area. The James Watt's Accessibility Plan can be found on the school website under the "policies" tab.

## **12. Complaints about SEND provision**

Where parents have concerns about our school SEND provision, they should first raise their concerns informally with the class teacher and SENCo. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaints.

Formal complaints about SEND provision in our school should be made to the head teacher in the first instance. They will be handled in line with the school's complaints policy. The Complaints policy can be found on the school website under the "Policies" tab.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint to the school governors.

To find out about disagreement resolution and mediation services in our local area you can contact:  
SENDIASS

## **13. Monitoring and evaluation arrangements**

The policy will be reviewed by the SENCo and Head teacher every year. It will be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

## **14. Links with other policies and documents**

This policy links to the following documents.

- SEND information report
- Birmingham Local Offer
- Accessibility plan
- Behaviour and Exclusion policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy