



## Special Educational Needs (SEN) Policy

At Chad Vale Primary School we follow:

- The policies and procedures from Birmingham City Council and Birmingham Safeguarding Children Partnership which includes the Government's Prevent strategy.

<b>Policy Written by:</b>	Helen Larcombe
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<b>Next review date:</b>	September 2024

Version control	
Sept 2023	Full review

### CHAD VALE RESPECTING RIGHTS

This policy is written with consideration to our schools commitment to the Rights of the Child (UNRC) and our achievement of becoming a Rights Respecting School. Although direct reference to this is not continuously made, the policy has been written with full awareness of our responsibility and commitment to this purpose.

**As a school we have decided that the following rights link to this policy:**

**Article 12:** Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

**Article 23:** A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

**Article 29:** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



## COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the school's SENCO, liaison with the SLT, staff and governing body.

### 1. INTRODUCTION

**Chad Vale Primary School's Special Educational Needs Co-ordinator (SENCo) is Miss Helen Larcombe.**

**If you have an SEN concern you are welcome to email Miss Larcombe on the following email address: [h.larcombe@chadvale.bham.sch.uk](mailto:h.larcombe@chadvale.bham.sch.uk) or via the school office on 0121 464 7329**

The whole team at Chad Vale is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers and teaching



assistants. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

Children with special educational needs may have learning difficulties, social emotional difficulties or a medical need that calls for special provision to be made for them. All children may have special needs at some time in their lives. If parents believe that their child has a learning difficulty at school that has not yet been identified, they should talk to the child's teacher in the first instance or the school's SENCo.

Every teacher at Chad Vale is a teacher of every child or young person in their care, including those with SEN.

All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. We provide a broad and balanced curriculum for all children. The National Curriculum 2014 is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.

## **2. AIMS AND OBJECTIVES**

### **The aims of this policy are:**

- To create an inclusive environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified early, assessed and provided for;



- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum.
- We recognise that many pupils will have special needs at some time during their school life.
- In implementing this policy, we believe pupils will be helped to overcome their difficulties.

### **3. IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

Early identification of SEN is vital and we endeavour to ensure that children's needs are identified as early as possible to guarantee that they receive the support that they need to be successful learners. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

At Chad Vale we take a holistic approach and consider the needs of the whole child to ensure they meet their full potential. Identification may involve school staff completing assessments and monitoring progress but for some pupils a more in depth individual assessment may be undertaken by external educational or health professionals. If your child requires external assessment or support parental permission will be sought.

There are four areas of need as stated in the SEND Code of Practice, 2014:

- Communication and Interaction (C and I)
- Cognition (Cog)



- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (LAC)
- Being a child of a service woman/man.

The SENCo works closely within the Senior Leadership Team (SLT), using whole school tracking data as an early identification indicator. We use a number of additional indicators of special educational needs:

- The analysis of data, including entry profiles at Reception (EYFS) and end of EYFS.
- Data, SATs, reading ages, annual and termly pupil assessments.
- The use of our local authority SEN criteria (Birmingham Audit Continuum).
- The following up of teacher concerns.
- Following up parental concerns.
- Tracking individual pupil progress over time.
- Information from previous schools on transfer.
- Information from other services.



The SENCO maintains a list of pupils identified. This is called the SEN register and is reviewed on a termly basis. Parents will be informed if their child is placed on the SEN register.

#### **4. A GRADUATED APPROACH TO SEN SUPPORT**

Every teacher is a teacher of every child or young person in their care including those with SEN. In line with quality first teaching Teachers differentiate work in order to meet the learning needs of all pupils and appropriate interventions are planned and delivered in conjunction with Teaching Assistants and the SENCo.

**ASSESS:** If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND Support list. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results. Provision is mapped, monitored and updated termly using School Pupil Tracker Online (SPTO) which is accessible to staff and parents.

**PLAN:** Action Plan intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period of time.
- Continues to work at National Curriculum levels considerably lower (one year lower) than expected for a pupil at a similar age.
- Continues to experience difficulty in developing literacy/numeracy skills.



- Has emotional problems that substantially impede their learning.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

Class Teachers complete the SEN Audit for speaking and listening, reading, writing and numeracy. Pupil School Support have assisted staff with the implementation of Individual Target Plans (ITPs) across each key stage. This process enables clear identification of areas of need and will support teachers in setting specific targets for individual children. These specific targets will support teachers when differentiating their lessons so that all children are able to access the curriculum.

The SENCo meets with individual children to create their One Page Profile that details information from the child's perspective. This is then shared with the child's teachers and parents. All targets are shared with the children at an appropriate level and parents will be able to access their child's Individual Target Plan on SPTO from the Spring Term.

Parental consent is sought before any external agencies are involved. The resulting Action Plan may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

**DO:** Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs.

The range of provision may include:

- In class support for small groups.



- Small group withdrawal.
- Individual class support/individual withdrawal.
- Further differentiation of resources.
- Interventions.
- Provision of specialist equipment.
- Provision of additional adult time in devising interventions and monitoring their effectiveness.
- Staff development/training.

**REVIEW:** Interventions are regularly reviewed by Teachers, Teaching Assistants and the school SENCo. Where appropriate children are involved in setting and reviewing their own targets. They are also involved in the review process. The SENCo attends Parents Evenings for children with more complex needs. Review meetings are held regularly and staff and parents are invited to attend. The regularity of review meetings depends on the needs of the child but all parents will have an opportunity to discuss their child's targets and progress termly at Parent's Evenings with their child's Teacher.

## **5. SEND SUPPORT PROVISION PLANS**

As stated on the Birmingham local offer website at <https://www.localofferbirmingham.co.uk/professionals-and-education-settings/sen-support/> SEND Support Provision Plans (SSPP) are a document developed for use within Birmingham. They are particularly useful for demonstrating the provision in place for children and young people where the needs are complex and require multi-agency involvement, but where the provision does **not** require an EHCP in order to support delivery within a mainstream setting.

SEND Support Provision Plans are also used by the Local Authority as the mechanism by which mainstream settings can apply for additional 'top





up' funding for pupils who **DO NOT** have an EHCP. The funding allocated is based upon the number of Support Units deemed necessary to support the school or setting in implementing the provision written in the plan.

SSPPs are reviewed annually, or sooner, with the involvement of parents, class teachers, and outside professionals. Those involved with determine whether individual pupils require a further SSPP.

The majority of children with Special Educational Needs and Disabilities can have their needs met within a mainstream school or setting. In Birmingham we want to help schools and settings to demonstrate the support they provide and, where needed, to access the additional resources they need as quickly and easily as possible.

## **6. REQUEST FOR STATUTORY ASSESSMENT**

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions.
- Current and past Action Plans.
- Records and outcomes of regular reviews undertaken.
- Information on the pupil's health and relevant medical history.
- Current and historical data detailing progress in English, Maths and Science.
- Other relevant assessments from specialists such as support teachers and Educational Psychologists.
- The views of parents.



- Where possible, the views of the pupil.
- Social Care/Educational Welfare Service reports.
- Any other involvement by professionals.

### **Education, Care and Health Plans (EHP)**

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP.
- Of shorter term.
- Established through parental/pupil consultation.
- Set out in an Action Plan.
- Implemented in the classroom.
- Delivered by the class teacher with appropriate additional support where specified.

### **Reviews of an EHCP**

EHCPs must be reviewed annually. The SENCO will organise these reviews and invite:

- The pupil's parent.
- The pupil, if appropriate.
- The relevant teacher.
- A representative of the SEN Inclusion and Assessment Team, if required.



- The Educational Psychologist.
- Professionals involved from outside agencies.
- Any other person the SENCO or parent/carer considers appropriate.

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP.
- Review the provision made to meet the pupil's need as identified in the EHCP.
- Consider the appropriateness of the existing EHCP in relation to the pupil's.
- Performance during the year, and whether to cease, continue, or amend it if appropriate to set new objectives for the coming year.

At Key Stage Phase Transitions Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN.

## **7. SUPPORTING PUPILS AND FAMILIES**

At Chad Vale we welcome the support of parents and actively encourage parents to familiarise themselves with:



- Local Offer presented by the LA, which is available via the Birmingham local offer website  
<https://www.localofferbirmingham.co.uk/>
- School SEN Info Report.
- Admissions Policy can be found on the policies section of the school website.
- Transition between key stages and movement from pre-school provision and other schools.
- Managing Medical Needs Policy can be found on the policies section of the school website.

## **8. PARTNERSHIP WITH PARENTS/CARERS**

The school aims to work in partnership with parents and carers. We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision.
- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Ensuring all parents and carers have appropriate communication aids and access
- Arrangements.
- Providing all information in an accessible way.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.



- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for the child
- Making parents and carers aware of the Parent Partnership services.
- Involving parents in decision making as to how a pupil's individual budget may be allocated to provide support for their child.

We welcome the involvement of parents and carers with children who have additional needs. We will consider requests for parents to make use of private therapists and professionals in school on an individual case by case basis, however, we are not bound to deliver any of the recommendations made by any private therapists or private practitioners in the same way that we are with NHS professionals. We will of course help and support in any way that is reasonable within the schools resources.

## **9. INVOLVEMENT OF PUPILS**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning.



- Identify their own needs (self-assessment and self-evaluation, Assessment for Learning).
- Share in individual target setting across the curriculum.
- Self-review their progress and set new targets.

In addition, pupils who are identified as having SEND are invited to participate in:

- ITP reviews and setting of individual targets.
- Regular meetings with named adults.
- Where appropriate, working with learning mentors.
- Annual reviews.
- Secondary school person centred review (PCR) meetings.  
Transition meetings where secondary schools are in attendance.

## **10. SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

At Chad Vale we are committed to supporting the medical needs of pupils in our care. We liaise with health professionals, parents and children to ensure that we provide the best care and support.

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as



their special educational provision and the SEN Code of Practice (2014) is followed.

- The school's Managing Medical Needs Policy can be found on the policies section of the school website.
- Chad Vale has a fully accessible school site and a regularly reviewed Accessibility Plan.

## **11. MONITORING AND EVALUATION OF SEND**

At Chad Vale the SENCo:

- Acts as the link with parents.
- Manages the day-to-day operation of the policy.
- Co-ordinates the provision for and manages the responses to children's special needs.
- Regularly monitors and evaluates the special educational needs provision and reports to the governing body.
- Supports Class Teachers to write and reviews ITPs in conjunction with a teaching assistant.
- Supports and advises colleagues.
- Maintains the school's SEN register.
- Manages part of the budget allocated for children with special educational needs.
- Contributes to and manages the records of all children with special educational needs.
- Manages the school-based assessment and completes the documentation required by outside agencies and the LA.
- Maintains resources and a range of teaching materials to enable appropriate provision to be made.
- Acts as link with external agencies and other support agencies.
- Manages a range of resources, human and material, linked to children with special educational needs.



- Liaises with the school BeCo (Behaviour Coordinator).

## **12. THE ROLE OF THE GOVERNING BODY**

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs.

The governing body has decided that where the school can meet the child's needs, children with a special educational needs statement will be admitted to the school in line with the schools agreed admissions policy.

## **13. ALLOCATION OF RESOURCES**

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

## **14. LINKS WITH EDUCATION SUPPORT SERVICES**

We aim to maintain useful contact with support services in Children and Young

People's Services. For pupils on our SEND Support list any one or more of the following agencies may be involved: Educational Psychologist,





School Nurse, Speech and Language Therapists, Pupil School Support Services (PSSS), Communication/Autism Team (C&AT) and the Physical Disabilities Support Service (PDSS). Our current supporting professionals are:

- Dr Ellie Bilton – Educational Psychologist (EP)
- Maxine Leonard – Pupil and School Support (PSS)
- Catherine Mohan – Communication and Autism Team (CAT)
- Karen Gillman – Physical Disabilities Support Service (PDSS)
- School Nurse Team
- Jo Wilkes – hearing impaired teacher (HI)

## **15. LINKS WITH OTHER SERVICES AND SCHOOLS**

Effective working links are maintained with:

- Hearing Specialist Teachers
- Speech and Language Therapy Service
- Other Children and Young People's Services
- Community Health Service
- Family support and safeguarding
- Parent Partnership Service/ SENDIASS

## **16. INSET**

In order to maintain and develop the quality of our provision, staff undertakes appropriate training and further professional development. Recent courses and in service training opportunities undertaken are detailed in the Head Teacher's report to governors each term.



## 17. RESOURCES

The provision for SEN is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy.

## 18. COMPLAINTS

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Head teacher/SENCo. The chair of governors may be involved if necessary. In the case of an unresolved complaint, the LA may be involved. Please see the school's Complaints Procedure available on the school's website.

## 19. REVIEW OF THE SEND POLICY

This policy was developed through consultation with staff, parents, carers and pupils. The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

This Policy was written by: **Helen Larcombe**

On: **September 2022**

Date for review: **September 2024**