



Moor Green Primary Academy Special Educational Needs and Disability (SEND) Policy

The SEN Code of Practice 2014 states that:

Every school is required to identify and address the Special Educational Needs of the pupils they support.

DFE 'Keeping Children Safe in Education July 2015' states that:

“Action should be taken to promote the welfare of a child in need of additional support”.

This policy also makes reference to:

Disability Equality Act 2010 and Medical Conditions in School 2014

Aims

At Moor Green Primary Academy, we aspire highly for all our children and are fully committed to supporting those whose dispositions may create barriers to their learning. We recognise that where all children are equally respected and valued in the school community, the gains are felt by all.

We recognise the entitlement of every child to an ambitious, broad, balanced and relevant curriculum and the opportunity to be involved in school life in order for all to reach their potential. We will use our best endeavours to deliver this. We will ensure equal access to the curriculum through consistently high quality teaching, together with additional support and resources when required.

In order to achieve these aims, we promote an inclusive ethos and educational environment that has the needs and views of the child at its heart.

We encourage enthusiasm for learning and independence as core dispositions in preparing for secondary school and beyond.

We nurture confidence and self-esteem as the foundations for all learning.

We understand our anticipatory duties and will be pro-active in making reasonable adjustments for those with a SEN or disability, thus ensuring equal access to all aspects of school life.

We recognise that the well-being and success of all of our pupils with SEN, disability or medical needs is a whole school responsibility and we will ensure a respectful, sensitive and strategic approach to supporting all needs.

We promote the active participation and co-operation of parents as an essential part of helping a child succeed. Where maturity allows, we will include children in planning and decision making.

Our success rate will be reflected in the degree to which all our children succeed, are positively included and have a sense of belonging and achievement.

Defining SEN and Disability

The SEND Code of Practice (2014) states:

“SEN: A child or young person has special educational needs if she or he has a learning difficulty or a disability which calls for special educational provision to be made for her or him. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational provision that is ‘additional to’, or ‘different from’, that made generally for others of the same age in a mainstream setting in England.”

“Disability: - Many children and young people who have SEN may have a disability under the Disability Equality Act 2010 – that is, ‘... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities’. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions.

The Disability Equality Act demands that we are to not treat less favourably, must prohibit discrimination and promote disability equality.

We therefore positively promote inclusion through demonstrating a sensitive and supportive attitude to all pupils, regardless of any difficulties they may present with, and ensure that all children have equal access to all aspects of school life including trips and school clubs.

There are four Categories of SEN

- Cognition and learning
- Language and communication
- Physical and sensory
- Social, emotional and mental health

A child may have a special educational need if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a delay in their ability to acquire and use language for the purpose of learning.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children.
- Have emotional or behavioural difficulties which regularly and substantially interfere with the child’s own learning or that of the class, despite due consideration having been given to the child’s well-being in line with DFE: ‘Keeping Children Safe in Education, Sept 2018’.
- Have sensory or physical needs that require additional specialist equipment, environmental adaptations and support.
- Have ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Supporting children with medical conditions

(Refer to Medical Needs in School Policy)

DFE 'Supporting Children at School with Medical Conditions' 2014 states that:

"Pupils at school with medical conditions should be properly supported so that they can enjoy the same opportunities at school as any other child together with having full access to education, including school trips and physical education."

We will ensure that all children with medical conditions, in terms of both physical and mental health, are properly supported so that they can play a full and active role in school life, remain healthy and achieve their academic potential.

We will strive to secure parent confidence in our ability to provide effective support for their child's medical condition.

We will ensure that pupils feel safe and will be mindful of the fact that there can be social and emotional implications associated with medical conditions.

We understand that in some cases children will require flexibility in order to meet their medical requirements. That they may have a medical support or care plan and require daily assistance to meet their medical needs and to reduce the impact their medical condition could impact on their school life.

Identifying pupils with SEN (Refer to the SEN Identification Flow Chart)

It is our duty to support early identification of all pupils who may need additional provision to support their physical, sensory, social emotional communication or cognitive development and to ensure that these pupils receive support at the appropriate level as soon as possible.

We know that parents know their children best and that the information they can share at admission will be invaluable to helping us to understand and support their child. Building a trusting relationship ensures a secure and effective team around the child with the best outcomes. We would always encourage parents to tell us if there have been any developmental concerns with their child, including whether they were born prematurely.

At admission, information will be requested about general health and development and identifying agencies already involved for instance, Health Visitors, Family Support Teams, Paediatricians, Speech and Language Therapists and any other hospital referrals.

Meeting needs through 'Quality First Teaching' High Quality Teaching

The 2014 Code of Practice states:

"Every school must ensure 'high quality teaching' to meet the needs of all pupils and to prevent children from becoming SEN".

All of our teachers are responsible and accountable for the progress and development of all pupils in their class.

For some children, difficulties become evident only as they develop and as the curriculum makes new and sometimes challenging demands, especially in language use, Comprehension, English and Maths.

It is the aim of this school to support all teachers in developing high quality approaches to teaching and learning and to instil the confidence to experiment and search for creative solutions and methods to meeting the needs of all children, including pupils who are supported by additional teaching assistants or specialist staff.

Skilled teachers recognise the challenges that different children have and respond to this with their own creativity, intelligence and adaptability. These teachers use a range of multi-sensory methods for all children, therefore exposing all children to different teaching and learning styles. All children, regardless of attainment, benefit from this.

Teachers recognise the importance of 'assessment for learning' and use this to differentiate accordingly. They use a 'graduated approach' through which earlier decisions and actions are revisited, refined and revised leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised, drawing on more personalised approaches and frequent review. Where necessary, the outcome may be to sharpen the focus on the child that is not making progress, adjust targets, expectations and consider how to differentiate the work. They might bias TA support and/or provide an intervention. By taking a graduated response, we are able to make appropriate adaptations to teaching and support at the right level for those who need it. Most children given additional support in a particular area will make progress.

If at review, despite best endeavours, the child is still not making required progress, support for the child will be enhanced through greater individualisation and may be supported, with parental consent, by referral to appropriate external agencies for assessment, advice or intervention.

We ensure continuous improvement in staff expertise to meet pupil need through continuing professional development, ongoing support from Senior Leadership Team, SENCo and where relevant, external agencies. We also encourage pro-active learning by all staff.

Progress Tracker

Moor Green Primary Academy Birmingham Toolkit Progress Tracker as a tool for the individual assessment and targeting of children who are not making required progress.

Each child will be assessed against the statements on Continuums for speaking and listening, reading and writing, and the Frameworks for Maths provided by Birmingham City Council. Using Progress Tracker will help to find a base-line for the child's abilities. Once a base-line assessment has been established, targets can then be planned for, delivered and reviewed (Assess, Plan, Do, Review). All relevant opportunities across the curriculum should be used to enable the child to achieve these targets.

Followed correctly, this should ensure that each SEN pupil with a Cognition and Learning need, or pupil causing concern is getting a personalised, relevant and appropriately targeted curriculum, thus helping them to make progress.

Children may also have additional targets set by external agencies.

Additional assessment and targeting measures will be used, as deemed appropriate, to support children whose SEN falls into the categories of: Language and communication, Physical and sensory, Social, emotional and mental health.

Statutory Assessment – Education Health Care Plan (EHCP)

An EHCP is a statutory document, which formally acknowledges the child's SEN and ensures that the child receives either a considerable increase in provision within school or provides the option of seeking an alternative SEN placement.

Where the child has not made expected progress or is demonstrating other concerns, despite the school having taken relevant and purposeful action to identify and meet the SEN of a child through additional and/or different provision, then in consultation with parents/carers and with the agreement of external agencies, school will consider requesting an 'Education, Health, Care Plan'.

For the school to proceed to request an Educational, Health and Care Plan it must be evident that a child meets the following criteria:

- Has a severe and/or complex long term need that affects everyday life
- Requires provision and resources not normally available within an education setting
- Requires intensive help and support from more than one agency
- Despite high levels of support is making limited or no progress

The SENCo, with the consent of parents/carers, will initiate and conduct the statutory procedures within the time specified by Birmingham City Council.

External Agencies

The school works with a variety of experts to ensure that teachers are able to make best provision for children. These agencies will be part of the assessment, target setting and at times providing interventions for children in school.

Currently the school works with, and can consult with:

Educational Psychologist

Pupil and School Support Service

Communication and Autism Team

Team for Hearing Impaired Children

Team for visually Impaired Children

Paediatricians

Occupational Therapy

Speech and Language Therapy

School Nurses

C.A.S.S. Family Support Services

Accessibility

This refers to our duty to make reasonable adjustments to access the physical environment, the curriculum and to forms of communication in school. This is an anticipatory duty. It can include making physical adjustments to improving access to the buildings, providing auxiliary aids and services. (See Appendix - Accessibility Plan – September 2021 – July 2024).

The SENCo is responsible for writing the Accessibility Plan in consultation with the Access to Education Team.

The Governors and SLT will be responsible for ensuring that the aims of the current Accessibility Plan are met through forward planning for necessary resources or adaptations.

Role of the SENCo

The SENCo, with the support of the Senior Leadership Team, seeks to develop effective ways of overcoming barriers to learning through the analysis and assessment of children's needs and by monitoring the standards of pupil's provision and achievements and by setting targets for improvement. The SENCo collaborates with class teachers and curriculum co-ordinators so that the learning for all children is given equal priority, and available resources are used to maximum effect.

SENCo responsibilities include:

- Interpreting and ensuring that the school is aware of the SEN Code of Practice.
- Summarising the requirements of the SEN Code of Practice through this Policy.
- Overseeing the day-to-day operation of the school's SEN policy.
- Maintaining a SEN summary.
- Advising the HT on the level of statutory provision to be provided through the deployment of the school's delegated Notional SEN budget which includes Top-Up funding and the Pupil Premium in order to ensure that pupil's needs are met effectively.
- Advising SLT and Governors about required levels of individual and group provision.
- Co-ordinating provision for children with SEN from Reception to Year 6, where available and appropriate.
- Maintaining the school's Provision Map.
- Provide guidance that will support the early identification of children who may have Special Educational Needs (SEN).
- Liaising with and advising fellow teachers in planning and assessment for SEN pupils.

- Contributing to the internal training of staff.
- Outline the procedures that should be followed for assessment, collation of evidence and referral to the Special Educational Needs Co-ordinator.
- Managing, supporting and training Teaching Assistants with a specific brief to support children with SEN.
- Training and supporting Teaching Assistants in the delivery of high quality interventions.
- Overseeing records of all children with SEN.
- Liaising with and advising parents of children with SEN.
- Liaising with and making referrals to external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Providing detailed assessment of children including those who may require an EHCP and advising the LEA accordingly.
- Planning and chairing review and plan meetings for children with SEN including requests for EHCP.
- Arranging and chairing Annual reviews for all children with EHCPs.
- Keeping the LEA informed of the progress of all children with EHCPs.
- Keeping up to date with policy changes both at a local and national level.
- Publishing a SEN Information Report on the school's web-site.

The Role of the Governing Body - Legal Duties under the 2014 Act.

- To be responsible for ensuring that the SEN and Disability reforms are implemented.
- Have regard to the SEND Code of Practice.
- Meet their Disability Equality Act 2010 duties for pupils with disabilities.
- Have regard to the statutory guidance in - DFE 'Supporting Children at School with Medical Conditions' 2014 and ensure that arrangements are in place to support pupils at school with medical conditions.
- Ensure that school leaders consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are effectively supported.
- Use their best endeavours to meet pupils' SEN.
- Co-operate with the local authority and admit a child where the school is named in an EHCP where the school can meet the child's needs.
- Ensure the school has suitable arrangement for consulting with parents – informing them when pupils receive support for SEN and involve them in reviews of progress.
- Be responsible for ensuring the school publish a SEN Information Report on its websites about the implementation of the governing body's policy for pupils with SEND.
- Be responsible for ensuring the school is fulfilling its legal duties in ensuring there is a qualified teacher designated as SENCo - with or undertaking training for the National SENCo Award.
- Be familiar with the SEN Summary and the level of statutory provision that pupils in the school require.
- To be accountable for the SEN Notional Budget and know the budget is being used.
- Monitor teaching arrangements made for children with SEN.
- Monitor the role of Teaching Assistant's supporting the work of children with SEN.
- Advise the LEA and Governors when a formal assessment is made.
- Support referrals to external agencies.
- Request a SEND report from the SENCo annually.

References

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

<https://www.localofferbirmingham.co.uk/>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

<https://www.gov.uk/guidance/equality-act-2010-guidance>

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