



Special Educational Needs Policy Statement

The SENCo at Moseley Primary School works in close collaboration with the teaching (and pastoral) staff across the school. Class teachers, with the support of SLT if needed, will initially identify the needs of the individual pupils at SEN Support. The class teacher, guided by the SENCO, will provide appropriate provision to pupils who may require something 'additional to or different from' their peers in order to make progress.

The SENCO tries to establish close working relationships between pupils, staff, parents and outside agencies so that pupils can be helped in a fully supportive environment.

Objectives of the School's SEND Policy

The objectives of our policy are to:

- Organise all our activities to ensure that all children are included in the life of the school
- Work closely with parents, sharing information on children's progress and their individual needs
- Continuously develop our ways of working to provide the highest quality of provision for all our children within the resources available
- Meet the requirements of the Education Act (1996), the Special Educational Needs (SEN) Code of Practice (2015), and the Special Educational Needs and Disability Act (2001)
- Encompass the LA Statement of Policy for Children with SEND
- Facilitate a pupil's learning by identifying his/her individual needs and taking steps, co-operatively with other staff, to address those needs within the context of the National Curriculum, the school curriculum as a whole, taking account of the SEND Code of Practice (2015)
- Support pupils' learning without making them feel different or inferior to their peers
- Enable each pupil to become an independent and confident student.

This policy sets out how we intend to meet these objectives. The procedures we set out will be reviewed every year to ensure that we are doing all we can to meet the objectives. This policy forms part of our overall commitment to Educational Inclusion.

Our SEND Co-ordinator

Our Special Educational Needs Co-ordinator is: Miss Danni Sherriff

Arrangements for Co-ordinating Educational Provision for Pupils with SEND

Our SENCO will:

- Manage the day to day operation of this policy
- Ensure that SEND provision for pupils is arranged
- Report on the effectiveness of provision to the Senior Leadership Team and through them to governors
- Keep up to date with new initiatives to support pupils with SEND and share good practice with all teachers
- Manage arrangements for monitoring, reviewing and evaluating the effectiveness of provision for SEND
- Work with the teacher designated to support the learning needs of minority ethnic pupils

The Headteacher and Senior Leadership Team will:

- Manage the work of the SENCO
- Identify resources for SEND
- Plan with the SENCO how resources are used to support pupils in the most efficient, effective and equitable way
- Set the overall school policy for Educational Inclusion with reference to the LA's policy
- Decide whether to put forward pupils for statutory assessment, in consultation with parents/carers

Class Teachers will:

- Identify pupils experiencing difficulties
- Discuss pupils with SEND with the SENCO and parents/carers
- Write and review Individual Learning Plans and Local Authority 'My Support Plans'
- Contribute to planning and provision to meet identified needs
- Contribute to monitoring and review procedures
- Seek to meet SEND within the overall framework of inclusion in the school

SLT will:

- Monitor progress made by pupils
- Ensure 'Learning Chat' appointments are made and targets set with parents, child and class teacher and an Individual Learning Plan or Local Authority 'My Support Plan' established
- Ensure curriculum plans detail strategies for differentiation
- Monitor teachers plans to ensure they include appropriate differentiation for pupils with SEND
- Ensure assessment procedures are appropriate for pupils with SEND

Governors will:

- Identify one governor with a special interest in SEND
- Report on the effectiveness of the SEND policy in their annual report to parents
- Use their best endeavours to ensure that pupils' special educational needs are identified and provided for
- Ensure that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for pupils

Admission Arrangements

Before pupils come to school we will:

- Collect information about the pupil's educational history from the last school attended by the pupil, any educational support services who may have been involved with the pupil, and from the parents/carers.

Once pupils arrive in school, we will:

- Undertake a range of assessments to identify pupils with special educational needs and establish their strengths and areas of difficulty
- Arrange a 'Learning Chat' consultation with parents.
- Discuss the placement of the pupil on the school's SEND register with parents/carers
- Make sure that information about pupils' SEND is passed on to appropriate staff
- Identify if the child is receipt of Pupil Premium allowance

When pupils leave the school, we will:

- pass on information about the pupil's educational history to any receiving school
- complete other transfer documentation as required

Our school has had experience of dealing with children with the following disabilities and have had inset training in many of the following:

- Dyslexia, Autism, Dyspraxia, Visual & Hearing Impairments, Speech & Language Disorders, Attention Deficit Disorder, Specific Learning Difficulties, General Learning Difficulties, Children Who are Chronically ill, Social Communication Difficulties, Children whom need Nurture, Social Difficulties, Deprivation, School Absentees.

Special Facilities.

We have the following adaptations and special facilities:

- Wheelchair access to all areas of the school
- Two toilets for pupils with disabilities including wheelchair access, changing facilities and a shower unit
- Sound field equipment for pupils with hearing difficulties is fitted in all classrooms

Information about the School's Policy for Identification, Assessment and Provision for all Pupils with SEND

The Allocation of Resources to and amongst Pupils with SEND

The Governing Body of the school sets the overall budget available to meet special educational needs taking account of:

- Statutory requirements
- Other budgetary pressures in the school
- The resources identified (but not earmarked) for SEN within the Individual School's Budget
- The availability of additional grants to the school
- Priorities identified in the School Development Plan
- Identification of Pupil Premium Children with an identification of SEND

- The need to ensure that Ethnic Minority Achievement Grant funds will be used to support learners for whom English is an Additional Language and who have additional needs

The SENCO works with the senior leadership team of the school to:

- Identify the pattern of need across the school
- Establish the most cost-effective means of meeting these needs
- Allocate support to groups of pupils and individual pupils, including those with Education, Health and Care Plans
- Ensure that support is allocated to pupils on a fair and equitable basis
- Monitor the progress made by pupils with SEN
- Evaluate the effectiveness of provision for SEN
- Ensure that support staff, including teaching assistants, work within the framework of school policy and practice

Identification, Assessment, Monitoring and Review Procedures

We use the definition of Special Educational Needs in the SEN Code of Practice (2015):

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision additional to or different from that normally available to pupils of the same age.”

Difficulties arising from a difference of language between home and school are dealt with through other school policies and procedures.

Special Needs provision will be provided wherever possible alongside other children taking account of:

- The wishes of parents/carers
- The pupil’s needs
- The resources available to the school
- The efficient education of other pupils in the school

We believe that all teachers are teachers of pupils with special educational needs.

Identifying a child with SEN:

Teachers and the SLT are constantly monitoring the progression of the children in their care. If a child is experiencing problems with progress then the teacher or a member of the SLT will identify a concern with the SENCO. Information about the child will be shared with all concerned including the EAL coordinator and appropriate strategies will be discussed and planned. Concerns will then be shared with the parents. If the barrier to learning continues then permission will be sought from the parents for the child to be placed on the SEND register as 'SEN Support'.

SEN Support

The formal stage where:

- A 'Learning Chat' will take place with the parent, child, class teacher and SENCO. Thus, enabling the child and the parents to voice their opinions and are encouraged to devise the learning targets with the class teacher and SENCO.
- An Individual Learning Plan is drawn up and is agreed by the parents and child
- Progress is reviewed 3 times per academic year; once per term

Our procedures are designed to offer a graduated response to special needs in line with the SEN Code of Practice (2015) including the following four stages:

1. Assess:

The SENCO and class teacher will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour.

2. Plan:

Where it is decided to provide a pupil with SEN support, the teacher and the SENCO will agree (in consultation with the parent and the pupil) the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

3. Do

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they will still retain responsibility for the pupil. Teachers 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.

4. 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. The impact and quality of the support and interventions will be evaluated. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

If a review reveals insufficient progress on the part of the pupil or if the SENCO believes the nature of the pupil's difficulties requires such action, the school will seek the involvement of external agencies to support the production of an Individual Learning Plan for the pupil. During this process, school will continue with the 'Learning Chats' and continue to keep the pupil's progress under regular review. School will seek consent from the parent/carer before an external agency becomes involved.

Pupils can be moved off the SEND register where reviews reveal satisfactory progress and appropriate levels of attainment.

Education, Health and Care Plan

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early year's settings, schools or colleges. Some children and young people may require an EHC needs assessment which is guided by Local Authority Policy and the SEN Code of Practice 2015.

The provision set out in a pupil's EHC Plan will be closely monitored by SENCO and reviewed annually. Parents/carers will be invited to contribute to the review and attend the review meeting.

Arrangements for Providing Access to the Curriculum for Pupils with SEN

We support access through differentiation, IEPs, allocating extra support to an individual or group according to set criteria and availability of resources. We develop self-esteem through positive reinforcement, using assessment processes to identify any learning difficulties. We ensure ongoing observation and assessment and provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

How pupils with SEN are integrated into the school as a whole

We seek to be an inclusive school by:

- Using the SEN review procedures to identify any barriers in the way of the pupil and plan appropriate and reasonable action
- Ensuring that all pupils have appropriate learning targets which are challenging
- Valuing the diversity of our pupils of which SEN are a natural part
- Ensuring that our reading stock includes stories with positive images of pupils with SEN
- Looking for opportunities within the curriculum to raise SEN issues
- Seeking to make provision for SEN within routine class arrangements wherever possible
- Seeking opportunities for pupils with SEN to work with other pupils
- Encouraging pupils with SEN to play/socialise with other pupils
- Developing links with special schools to extend all pupils' experience of diversity

Criteria for Evaluating the Success of the SEN Policy

The following criteria will be used:

- The amount of identified teaching time available to support SEN pupils
- The number of pupils with special educational needs attaining specified levels in National Curriculum assessments.
- Average reading improvement of pupil receiving support with teaching.
- The number of planned programmes of intervention and support.
- The amount allocated to SEN by governors
- The proportion of teachers' records which include information on the special educational needs of pupils in their classes.
- The proportion of schemes of work which show evidence of differentiation for pupils with SEN
- INSET time allocated to staff development with reference to special educational needs
- The proportion of 'Learning Chats' attended by parents and their contribution to targets and success criteria

- Staff fulfil the expectation of the school in carrying out procedures for special needs and produce the necessary paperwork e.g. Individual Learning Plans, Local Authority 'My Support Plans', Reviews, Reports, Class Organisation for Special Needs etc.
- Recommendations by external agencies are acted upon and incorporated into the curriculum.
- Children are confident and well-motivated and are making measurable progress
- Movement of the number of pupils on the register.

We will pay particular attention to any differential impact of our policy and procedures on pupils from different ethnic groups. Where we have sufficient numbers of pupils to undertake group analyses, we will seek to analyse the SEN register and pupil progress by pupil ethnic background.

Arrangements for Considering Complaints about the SEND Provision within the School

In the first instance, complaints should be taken up with school staff directly concerned.

If the complaint is not resolved then the matter should be raised with the Headteacher, who may:

- Arrange a joint meeting with complainant
- Undertake further investigations
- Seek the involvement of external agencies, such as the Parent Partnership Service or the Midlands Mediation Service
- Take action to address the complaint
- Decide that the complaint does not warrant any action, and advise complainants of further action they can take

The School's Arrangements for SEND In-service Training

- Staff receive In-Service training or information about the SEN Code of Practice (2015), and issues relating to Disability (Manual handling training for physical disability is on an annual basis)
- Staff have the opportunity to receive In-Service training on SEND Procedures in school
- Staff have the opportunity to receive In-Service training on specific disorders and/or disability of children within their care

- Staff have the opportunity to receive training in specific techniques related to differentiation, class management and specific disorders e.g. Dyslexia, Autism etc.
- The Headteacher will identify areas for In-Service training which will be written into the school's development plan.

The Use made of Teachers and Facilities from Outside the School Including Support Services

- External agencies will be used to provide advice and In-Service training for staff especially specific needs as they arise within school
- External agencies will be used to identify specific targets for pupils in line with the school's procedures and these can form part of the Individual Learning Plan
- Planning meetings will be held at the beginning of each term to agree a programme of work with the Complex Communication Team (CCT) and Social, Emotional, Mental Health and Learning (SEMHL) Team.

Arrangements for Partnership with Parents

The concept of parents as partners is central to the SEN Code of Practice (2015). Moseley has been part of the Achievement for All Project and now embeds the ethos of it through its SEN policy. Parents and children are actively encouraged to be involved with the development of their children educationally, socially, emotionally, spiritually and behaviourally: As a consequence, parents are offered the support of the Triple P Positive Parenting Programme on an individual or group basis.

Parents/carers will be encouraged to attend 'Learning Chats' and Annual Review Meetings where they will have the opportunity to express their feelings about their child's progress. They will have the opportunity to discuss how they will support the Individual Learning Plan targets at home.

We recognise the value of parents/carers knowledge of their children and will seek to use that information in planning support for pupils. We will engage the services of an interpreter where we can to promote the effective home-school dialogue.

We seek to work in partnership through:

- Regular consultation and review procedure for the sharing of information with staff and outside agencies
- Sharing of assessment and planning information through Individual Learning Plans or Local Authority 'My Support Plans'
- Learning Chats with parents and children; thus enabling them to have a parent and pupil voice about the education that they receive

Policy Review Details

Date adopted: September 2021

Signed:

Review date: September 2025