

Birches First School - SEND Policy.

(Special Educational Needs and Disability)

The Children and Families Act 2014

The Children and Families Act 2014 came into force on 1st September 2014. The SEND Code of Practice accompanies this legislation (special educational needs and disability).

The Act extended the SEN system from birth to 25, replacing statements and learning difficulty assessments with a new birth-to-25 Education, Health and Care Plan (EHCP). Rights and protections are extended to young people in further education and training and families are offered greater control over the support they need.

It aims to improve cooperation between all the services that support children and their families - particularly requiring local authorities and health authorities to work together.

Local authorities are required to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support. More information can be found at the website below.

<http://www.staffordshiremarketplace.co.uk/marketplace/the-local-offer.html>

More information about The Children and Families Act can be found on the Department for Education's website at the address below.

www.education.gov.uk/schools/pupilsupport/sen

What are special educational needs?

"A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

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 or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision." Code of Practice 2014

The SEND Code of Practice 2014 identifies four areas of need

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

More information on the SEND Code of Practice can be found at the website address below.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

This policy details how, at Birches, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with their classmates.

Aims and objectives

We believe that all children have an equal right to a full and rounded education, which will enable them to achieve their full potential. We make special educational provision for pupils who require it, that is 'additional to and different from' that provided within the differentiated curriculum.

We aim to:-

- create an environment that meets the special educational needs of each child so that they can achieve their learning potential and engage in activities alongside their peers whenever possible.
- work closely with parents/carers and pupils in order to develop high levels of confidence and partnership.
- ensure a high level of staff expertise to meet pupil need, through

well targeted training.

- ensure full inclusion in all school activities for pupils with medical conditions that impact on learning, through consultation with health and social care professionals.
- ensure all staff understand their roles and responsibilities in providing for children's special educational needs
- make reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- work with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

Equal Opportunities and Inclusion

Through all subjects, we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

Safeguarding

At all times and in all circumstances, teachers and other staff are responsible for safeguarding the welfare of all pupils. When planning activities, teachers must ensure that safeguarding procedures are followed.

Being Cyber-Safe

Birches First School places a high priority on providing pupils with Internet facilities and computing devices / equipment, which will benefit learning outcomes. However, in the learning environment of these technologies, they can also facilitate anti-social, inappropriate, and even illegal, material and activities. Therefore, it is the teacher's responsibility to follow the E Safety Policy and Acceptable Use Policy whilst teaching this subject to ensure the safety of our pupils.

Admissions

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed

admissions policy.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. All staff have received training on different teaching and learning styles and incorporate this into their lessons. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. However, there are times when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Dyslexia Friendly Status

In line with the inclusion strategy published by Staffordshire County Council Education Service, Birches First School provides equality for all its pupils. The Dyslexia friendly Initiative was begun in Staffordshire in 2001 and we have full Dyslexia Friendly School status. The school actively promotes a Dyslexia Friendly learning environment and uses Dyslexia Friendly teaching techniques, which help all children to learn.

Dyslexia is a **LEARNING DIFFERENCE**. It is the combination of abilities and difficulties that affect the learning process in one or more areas of reading, writing and spelling.

Contact Mrs N Stubbs - SENCo for more information or to see a copy of our Dyslexia Friendly policy.

You may also want to visit the British Dyslexia Association at:
<http://www.Dyslexiaassociation.co.uk>

Staffing

"All teachers are teachers of children with special educational needs."

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities.

Birches First School has a named SENCO (Mrs Stubbs) and a named Governor responsible for SEND (Mr Cothey). They ensure that the Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

The Role of The SENCo

The Special Educational Needs Co-ordinator's (SENCO's) responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.*
- Co-ordinating provision for children with SEND.*
- Liaising with and advising fellow teachers.*
- Overseeing the records of all children with SEND.*
- Liaising with parents of children with SEND.*
- Contributing to the in-service training of staff.*
- Liaising with local middle schools so that support is provided for Y4 pupils as they prepare to transfer.*
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.*
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.*
- Overseeing the school's maintenance of its Dyslexia Friendly Status, ensuring that appropriate strategies are employed throughout the school and that staff training is kept up to date.*

Parents & Partnerships

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have

knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Identification, Assessment, Provision and Monitoring

The school's system for observing and assessing the progress of individual children will identify children who have not made adequate progress; and who are significantly behind. A 'Graduated Approach' will then begin (a four-step action process, which is set out in the SEN Code of practice). Parents may also have concerns and bring these to the attention of their child's class teacher.

When a concern is initially noticed, it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored. If no progress is noted after a cycle of intervention, the class teacher will consult with the SENCO. The SENCO will then:-

- Identify further action to support the child within the class.
- Support the provision of additional interventions.
- Use the assessment processes to identify any learning difficulties.

Individual Support Plans

If it is felt that a child has special educational needs, we will adopt the graduated response, matching support to level of need. The school, parents/guardians and the pupil will create an ISP (Individual Support Plan) which will record the steps planned to meet the needs of the child. This may see us using specialist expertise from outside agencies. ISP's will be planned, implemented and reviewed 3 times a year, usually at parents' evenings.

The use of outside agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. They may suggest ISP targets or strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the ISP continues to be the responsibility of the class teacher.

A list of outside agencies that may become involved is included in the SEND Information Report, which can be found on the school website.

Education Health and Care Plans (EHCP)

If the child continues to experience difficulties, with parental consent, a request can be made by the school to the LEA for an Education Health and Care Plan. The LEA will be given detailed information about the child's progress over time, their special educational needs and provisions in place.

If an application for an EHC plan is agreed, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family.

Parents are an integral part of their child's support at every step.

Allocation of resources

The head teacher and governing body are responsible for the 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 and Education Health and Care Plans. The SENCO advises on an appropriate graduated response, matching support and resources to levels of need. The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

Monitoring and evaluation

The SENCO monitors the movement of children within the SEND system in school and provides staff and governors with summaries of the impact of the policy on the practice of the school. The SENCO and the head teacher hold regular meetings to review the work of the school in this area. In addition, the SENCO and the named governor with responsibility for special needs also hold regular meetings.

The role of the governing body

The governing body supports and challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

Who can I contact for further information?

If you wish to discuss your child's educational needs, are unhappy about something regarding your child's schooling or perhaps wish to say thank-you - your first point of contact is the class teacher. You can contact the school office to arrange a meeting with the SENCO or the head teacher.

The SEN Governor is Mr Cothey and he can also be contacted through the school office.

Useful links:

British Dyslexia Association <http://www.bdadyslexia.org.uk/>

Dyspraxia UK <https://www.dyspraxiauk.com/>

Autism West Midlands <http://www.autismwestmidlands.org.uk/>

National Autistic Society <http://www.autism.org.uk/>

Speech and Language support <http://www.talkingpoint.org.uk/>

Attachment Disorder <https://www.verywellmind.com/what-is-an-attachment-disorder-4580038>

Staffordshire SEND Family Partnership Services

<https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>

SEND Code of Practice

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

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Next Review April 2021

Nicola Stubbs

SENCO