



Birches First School
Believe, Grow, Succeed...
...to be the best 'me' I can be!



Policy Updated: June 2025
Next Review: September 2026
SENCo: S. Hulme
MAT SENCo: R. Connolly
SEND LAB Member: K. Graham

SEND (Special Educational Needs and Disability) and Inclusion Policy

Our SENCo (S. Hulme), named SEND LAB Member (K. Graham) and Headteacher ensure that Birches First School's Special Educational Needs and Inclusion 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.

Birches First School strives for every child to 'Believe, Grow and Succeed' to be the best 'me' they can be. Our vision is that *all* children develop secure foundations for lifelong success and are ready to take on the challenges of the next stage in their learning journey by being able to concentrate, persevere, have imagination, be co-operative, have an enjoyment of discovery, demonstrate independence, achieve self-improvement and be curious.

At Birches First School, we will do our best to ensure that the necessary provision ('that is additional to or different from') is made for any pupil who has a Special Educational Need and/ or Disability. We ensure that teachers are able to identify and provide the correct support for pupils with a Special Educational Need and Disability, allowing them to join in all school activities together with their classmates.

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. This may also include children who may require extra input on a short-term basis. 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. (**SEND Code of Practice, 2014**).

The SEND Code of Practice 2014 identifies four broad areas of need:

- **Communication and Interaction**
This includes children with speech and language communication needs, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and children with autism spectrum disorder.
- **Cognition and Learning**
This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia
- **Social, Emotional and Mental Health**
This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration. For example, attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD), obsessive compulsive disorder (OCD) and attachment disorders.
- **Sensory and Physical Needs**
This includes children who are hearing or visually impaired or those with a physical disability.

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

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. Staffordshire's Local Offer can be accessed on the website below: <https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

More information about The Children and Families Act can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/sen

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 and Disabilities.
- 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 diverse community.

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 through outcome or support appropriately using assessment to inform the next stage of learning. 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.

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 LA'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.

Identification, Assessment, Provision and Monitoring

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

We will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information will be transferred from other partners in their Early Years setting to the class teacher and SENCO. The class teacher will also visit to their previous Early Years Setting to observe current strategies in place to ensure children have a smooth transition.

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. We will assess each child's current level of attainment on entry to ensure that they build on patterns of learning and experience already established during previous education. A 'Graduated Approach' will then begin (a four-step action process, which is set out in the SEN Code of practice – assess, plan, do review). 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.
- Access further support where appropriate.

Provision for children with Special Educational Needs is a matter for the whole school. The local academy board, the school's headteacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities.

The use of outside agencies

Additional services/ outside agencies/ professionals 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 and is overseen by the SENCo.

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

Individual Support Plans

If it is felt that a child has Special Educational Needs, we will adopt the graduated approach and the school, parents/guardians and the pupil will create an ISP (Individual Support Plan) to record the steps planned to meet the needs of the child.

The Individual Support Plan (ISP) will take the form of assess, plan, do and review and will be produced using the Learning Plan form on Insight.

1. The child will be assessed, and areas of need identified (assess).
2. A plan of how these needs will be identified is created. SMART (specific, measurable, achievable, realistic and timely) targets will be implemented and monitoring by the class teacher/ support assistants (plan).
3. A record of what has been carried out will be kept (do).
4. Progress towards targets and next steps will be identified (review).

Targets will be set according to their area of need. Class teachers will ensure that adequate opportunities to meet targets are given to children. Targets will be monitored by the class teacher and SENCo regularly and will be formally reviewed at least three times per year.

The SENCo will support the provision of additional interventions. These may include:

- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Co-coordinating and developing school-based strategies for the identification and review of children with SEND.
- Referral to and advice from Staffordshire SEND Hub/ EY SENCo/ EY Forum
- Making visits to classrooms to monitor the progress or address needs of children on the SEND support list.
- Liaising with local middle schools so that support is provided for Year 4 pupils as they prepare to transfer.

Education Health and Care Plans (EHCP)

If the child continues to experience difficulties or becomes a significant cause or concern, with parental consent, a request can be made by the school to the LA for an Education Health and Care Plan through an Education Health Care Needs Assessment (EHCNA). The LA will be given detailed information about the child's progress over time, their Special Educational Needs and provision 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.

Staffordshire have now introduced EAPDR (Enhanced Assess, Plan, Do, Review) which can be applied for to support children before a statutory assessment. This takes place with SENCo alongside EP and parents to identify strengths and needs of a young person.

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. Parents are invited to review their child's Individual Support Plan 3 times per year during a meeting with the class teacher and SENCo (where necessary). Parents are also given opportunities throughout the year to meet with the SENCo. Parents can contact the School SENCo at any time via email or arrange a meeting/ phone call at a mutually convenient

time.

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.

Monitoring and evaluation

The SENCo monitors the movement of children within the SEND system in school and provides staff and LAB members 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 LAB member with responsibility for SEND also hold regular meetings as well in addition to the termly LAB meetings.

Allocation of resources

The head teacher and Local Academy Board 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.

The role of the Local Academy Board (LAB)

The Local Academy Board 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 LAB reviews this policy annually and considers any amendments in light of the annual review findings. The Headteacher and LAB Leader reports the outcome of the review to the board. They meet 3 times a year to discuss provision, implementation of policy into practice and next steps.

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.

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.

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 SEND LAB Member is K.Graham and she 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