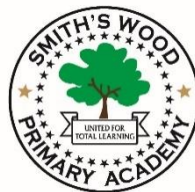


# Smith's Wood Primary Academy



## SEND Policy

<b>Reviewed on:</b>	<b>November 2019</b>
<b>By:</b>	<b>Mia Taylor</b>
<b>Approved on:</b>	
<b>Signed on behalf of Governing Body:</b>	
<b>Role:</b>	
<b>Next review date: (period of review)</b>	<b>November 2020 (annually)</b>

## Smith's Wood Primary Academy Special Educational Needs and Disability (SEND) Policy



In Solihull all schools are encouraged to provide appropriate support for those children with special educational needs and disabilities (SEND) who live in their area. In this school we support all children to achieve well throughout their school life.

Every pupil with SEN and disability in this inclusive school has an entitlement to fulfil his/her potential.

This is achieved by ensuring the health and well-being of all pupils as well as supporting them to make academic progress. We work in partnership with parents and carers, other schools, the local community and external support services and providers.

These outcomes are embraced in every aspect of school life; personalised teaching and learning approaches; access to technology across the curriculum; flexible learning pathways and out of hours learning activities; support for emotional well-being; assessment systems that engage pupils in having a say about their progress and additional provision.

Our specific aims and aspirations for children with special educational needs are:-

- Smith's Wood Primary Academy believes that all children have an entitlement to an inclusive, broad and responsive curriculum.
- Pupils should have the opportunity to achieve their best, become confident individuals, and make a successful transition into secondary school.
- Every individual has the right to: encouragement, consideration, politeness and respect for their feelings to foster a sense of belonging to Our School.
- Smith's Wood Primary Academy believes that all teaching staff are teachers of pupils with Special Educational Needs and therefore all aspects of the curriculum are planned and delivered with inclusion as the goal.

This special educational needs policy should read in conjunction with our school's local offer (also called the SEN Information Report) and our accessibility plan. This policy will be reviewed annually and was ratified by the Governing Body in November 2019

## Special Educational Needs and Disability (SEND) Policy

**Name of School: Smith's Wood Primary Academy**

**Date the policy was agreed by Governors: November 2019**

### **Aims of this SEND policy**

The aims of our special educational needs and disability policy and practice in this school are:-

- (1) To ensure that children and young people with SEND engage in the full range of activities offered by the school alongside pupils who do not have SEND.
- (2) To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment
- (3) To make every effort to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum.
- (4) To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- (5) To work in partnership with the Local Authority and outside agencies including health professionals.
- (6) To work in partnership with parents/carers and children in order to help them to be the best they can be.

### **What are special educational needs (SEN) or a disability?**

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:-

*"SEN: A child or young person has special educational needs if he or she has a learning difficulty or a 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.*

*Disability: Many children and young people who have SEN may have a disability under the 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 such as asthma, diabetes, epilepsy and cancer.*

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

## **How does our school know if children have special educational needs and need extra help?**

We know children need help if:-

Concerns are raised by parents/carers, teachers or the child's previous school or setting, or from information from the Local Authority or outside support agency regarding a child's level of progress or inclusion.

A pupil asks for help.

Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need as described in the code of practice for SEND:-

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory/physical

Whole school tracking of outcomes indicates concern about progress or general well-being.

### **What should a parent do if they think their child may have special educational needs?**

If parents have concerns relating to their child's learning then they should discuss these initially with their child's teacher. This then may result in a referral to the school SENCo whose name is Mrs. Mia Taylor and whose contact details are 0121 7798050.

Parents may also contact the SENCo or the Principal directly if they feel this is more appropriate.

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

## **The kinds of special educational needs for which provision is made at the school**

Children and young people with SEN have different needs, but all children with SEND are welcomed at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.

For children with an Education, Health and Care Plan (EHCP) or a statement of special educational need, parents have the right to request a particular school and the Local Authority must comply with that preference and name of the school or college in the Education, Health and Care Plan unless:-

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the Local Authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the Local Authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs would be better met in specialist provision.

## **How will the school support a child with SEND?**

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school and to increase their access to the taught curriculum.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:-

- (1) Classroom observations by the senior leadership team, subject specialists and external verifiers;
- (2) Ongoing assessment of progress made by pupils with SEND;
- (3) Work sampling and scrutiny of planning to ensure effective matching of work to pupil need;
- (4) Regular meetings between the SENCo, teachers and Senior Management Team to provide advice and guidance on meeting the needs of pupils with SEND;
- (5) Pupil and parent feedback on the quality and effectiveness of interventions provided;

(6) Attendance and behaviour records.

All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.

Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.

Additional action to increase the rate of progress will then be identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

If we consider at this stage that special educational provision is required, we will contact parents to discuss this.

**Action relating to SEN support will follow an assess, plan, do and review model (Graduated Approach):**

1. **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil, will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.
3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

As a result of the review process we may decide to involve outside agencies for specialist support.

The range of agencies that come into school can be found in the school's local offer (SEN information report).

The school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting families.

For a very small percentage of pupils, whose needs are significant and complex and the SEN support required to meet their needs cannot be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being created.

### **How will the curriculum be matched to each child's needs?**

Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.

When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.

These adaptations may include strategies suggested by the SENCo and/or external specialists.

In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

### **How will parents know how their child is doing?**

Attainments towards the identified outcomes will be shared with parents termly through feedback within SEN support reviews, through the school reporting system and Parents Evenings.

Parents may also find the home-school diary a useful tool to use to communicate with school staff on a more regular basis.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCo, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 0121 7798050

### **How will parents be helped to support their child's learning?**

Please look at the school website. It can be found at <http://www.smithswoodpri.solihull.sch.uk> and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. In addition, local learning opportunities are highlighted by the Child and Family Support Workers.

The class/subject teacher or SENCo may also suggest additional ways of supporting your child's learning.

In addition to this the school organises parent workshops (Inspire Days) during the year and educational workshops, such as how to help your child with phonics at home. These aim to provide useful opportunities for parents to learn more about how to support your child's learning.

The SENCo also holds termly Coffee Afternoons which provide another opportunity to discuss progress of children and hear guest speakers who will share their specialist knowledge.

If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.

### **What support will there be for children's overall well-being?**

The school offers a wide variety of pastoral support for children. These include:-

An evaluated Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.

Parent voice mechanisms are in place and are monitored for effectiveness by the School Principal.

Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These are identified on the School Offer located on the school website and aim to support improved interaction skills, emotional resilience and well-being. For example, at Smith's Wood Primary Academy we have a dog called Bruce, who comes in once a week and works with children alongside the Play Therapist and SENCo. Bruce helps the children relax, the children read and talk to him and he is also used in Play Therapy sessions when appropriate. Bruce has been shown to have a positive impact on children's reading levels, attendance, self-esteem and behaviour.

Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.

The school has gained Healthy School status which evidences the work undertaken within the school to support pupils' well-being and mental health.

The school participates in the Local Authority/Essex University Health Related Behaviour Questionnaire and information from the results of this help us to improve support for children.

For information about pupils with medical needs please refer to the Medicines in Schools Policy.



## **What training do the staff supporting children and young people with SEND undertake?**

### ***Overarching statement with regard to teachers' standards – working with family link to CPD policy?***

In the last two years school staff have received a range of training at three levels awareness, enhanced and specialist.

Awareness training has been provided to all staff on:-

- How to support pupils with dyslexia and literacy difficulties
- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties
- How to support pupils with Glue Ear
- How to support pupils with Sensory Processing needs

Enhanced training has been provided Teaching Assistants, Teachers and the SENCo on:-

- Read, Write Inc. Phonics programme
- Autism – accredited course
- Positive Handling Techniques
- AET Autism Level 1 training
- AET Autism Level 2 training
- AET Autism Level 3 training
- Attachment Disorder training
- Anxiety training
- Attendance at the termly SENCo Conference

Specialist training has been provided to the SENCo on:

- The school has regular visits from SEN specialist teachers and the SEMH Support Team who provide advice to SENCo to support the success and progress of individual pupils
- The Post Graduate Certificate in Dyslexia (PgCert Dyslexia)
- Certificate of Competence in Educational Testing (CCET)

### **How will my child be included in activities outside the classroom including school trips?**

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity. However It is important to note that **all children**- regardless of any specific need- are expected to demonstrate an acceptable standard of behaviour prior to accessing a school trip. (please see school behaviour policy)

### **How accessible is the school environment?**

The following adaptations have been made to the school environment:-

- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- There are no steps to enter the building to ensure the site is accessible to all
- One toilet has been adapted to ensure accessibility for visitors with a disability
- A Play Therapy Room has been developed to improve inclusion in the mainstream classrooms for vulnerable pupils
- A sensory room and sensory garden have been developed to improve inclusion for vulnerable pupils
- A hearing loop system is installed in school

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

### **How will the school prepare/support my child when moving classes or joining or transferring to a new school?**

A number of strategies are in place to enable effective pupils' transition. These include:-

#### **On entry:**

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.

- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

### **Transition to the next school, preparation for adulthood and independent living**

#### **Primary:**

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.
- The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

### **How are the school's resources allocated and matched to children's special educational needs?**

The school receives funding to respond to the needs of pupils with SEND from a number of sources that include:-

- (1) A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- (2) The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- (3) The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the Local Authority or whose parents are in the Armed Services.
- (4) For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. The range of support offered is identified on the provision maps which are available to view on the school website. These target the road areas of need:-

- Cognition and learning
- Behavioural, emotional and social
- Communication and interaction
- Sensory and/or physical

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENCo or a member of the Senior Leadership Team.

[http://www.councilfordisabledchildren.org.uk/media/409191/cdc\\_funding\\_briefing\\_for\\_parents\\_-\\_final.pdf](http://www.councilfordisabledchildren.org.uk/media/409191/cdc_funding_briefing_for_parents_-_final.pdf)

### **How is the decision made about how much support each child will receive?**

- For pupils with SEN but without a statement of educational need/EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, class teacher and senior management team. Parents have access to this information and input as appropriate.
- For pupils with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

### **How will I be involved in discussions about and planning for my child's education?**

This will be through:-

- discussions with the class teacher, SENCo or Senior Leadership Team member;
- during parents' evenings;
- meetings with support and external agencies.

In addition, our school has a forum for parents and carers of children and young people with SEND. All are invited to attend these termly meetings to raise issues of concern and to ensure the school provision is responsive to pupil and family needs.

### **Who can I contact for further information or if I have any concerns?**

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:-

- Your child's class teacher;
- The SENCo;

- The Principal

For any complaints, please contact the School Governor with responsibility for SEN. Her name is Victoria Smith and she can be contacted via the school telephone number 0121 7798050

### **Support Services for parents of pupils with SEN include:**

*[This could be within the school's local offer or via a hyperlink to the Family Information Service]*

- Solihull SENDIAS offer independent advice and support to parents and carers of all children and young people with SEND. They can be contacted via [solihullsendias@family-action.org.uk](mailto:solihullsendias@family-action.org.uk) or by telephone on 0121 5165173
- The PPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process. A FAQ fact sheet on Independent Supporters is located here <http://preview.tinyurl.com/ox2q3cv>.
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <http://preview.tinyurl.com/qx5a8vg>.
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authority's decision about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <http://preview.tinyurl.com/ovq4so3>.

### **Information on where the Local Authority's Local Offer can be found**

Solihull's Local Offer can be found via this link:-

<http://socialsolihull.org.uk/localoffer/>

## **The Special Educational Needs and Disability Regulations 201**

**Schedule 1: Information to be included in the SEN information report** – in Solihull this is also known as the school's SEN Offer.

1. The kinds of special educational needs for which provision is made at the school.
2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.
3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including:-
  - (a) how the school evaluates the effectiveness of its provision for such pupils;
  - (b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;
  - (c) the school's approach to teaching pupils with special educational needs;
  - (d) how the school adapts the curriculum and learning environment for pupils with special educational needs;
  - (e) additional support for learning that is available to pupils with special educational needs;
  - (f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and
  - (g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.
4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN Coordinator.
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.
8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.
10. How the governing body involves other bodies, including health and social services bodies, Local Authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.
11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with Section 32. (Section 32 refers to the Local Authority's duty to provide information on mediation).
12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.
13. Information on where the Local Authority's local offer is published.

## **Glossary**

**(A glossary of terms is included in the appendices of the SEND Code of Practice)**

DfE: Department for Education

EHCP: Education, Health and Care Plan

LA: Local Authority

SEN: Special Educational Needs

SEND: Special Educational Needs and/or Disability

SENCo: Special Educational Needs Coordinator (also written as SENCO)

Statement: Statement of Educational Need