

Special Educational Needs & Disabilities (SEND) Policy

ST. SAVIOUR'S C of E PRIMARY SCHOOL



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1. Vision/Values

St Saviour's is proud to be a church school with a very strong faith ethos, where every person is helped to do their best to succeed in a place of love, peace and safety. We actively encourage all to learn and grow, reflect and question, within an environment that is calm and well-structured, where everyone feels safe, confident and happy. Our pupils are simply the best and enjoy learning from our skilled and dedicated team of staff, who provide high levels of education, care, support and guidance - contributing to the school's excellent reputation.

The strong ethos permeates every aspect of school life and faith in God/Allah is at the heart of our school community. There is an effective partnership and very supportive links with the church and the multi-cultural community which enriches the experience of pupils and their families; there is a shared commitment to the teaching of Christianity whilst supporting a multi-faith approach to the curriculum. Our caring faith-based ethos is evident in the day to day life of the school and is embedded in the supportive relationships and values the school enjoys.

Our visions and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

Our aim is for our children to become wise, compassionate, independent and resilient learners - able grow and develop in an inclusive and safe environment. We strive for success, spiritual fulfilment and a life lived in all its fullness. Each child has their own unique talents; therefore, we strive to support and include all so that our children flourish no matter what their type or level of need is.

Inclusivity means respecting people from all backgrounds and cultures. Inclusivity creates a much more tolerant and understanding environment, not just in the classroom and the school but also in the wider society.

2. School Ethos

St Saviour's C of E Primary School values the contribution that every child can make and welcomes the diversity of culture, religion and intellectual style. We seek to raise achievement, remove barriers to learning and increase physical and curricular access for all. All children are valued, respected and equal members of our school community. We recognise that all children have individual learning needs and we tailor the curriculum so they can achieve their best and have a sound knowledge of their own value and purpose allowing them to make a successful transition into adulthood. We aim for our children to be proud to belong to our community and see a future full of possibilities.

All teachers at St Saviour's C of E Primary are teachers of SEND and are accountable and responsible for the progress and development of all members of their teaching groups. Provision for children with Special Educational Needs is a matter for the whole school. The Governing body, Head Teacher, Special Educational Needs Co-ordinator and all other members of the staff – teaching and non-teaching – have important roles to play in creating an inclusive environment.

Alongside the continuous cycle of assessment, planning, teaching and reviewing the school positively endeavours to promote home/school links, encouraging families to support the on-going teaching programme for individual children. Every effort is made to consider the views of the parent and the child.

High quality teaching that is differentiated and personalised meets the individual needs of the majority of children. However, some children need educational provision that is additional to, or different from, this. This is special educational provision under Section 21 of the Children and Families Act 2014. We are committed to ensuring that such provision is made for every pupil that has been identified as having Special Educational Needs and/or Disabilities.

3. Legislation and Guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, Special Educational Needs/Disabilities co-ordinators (SENDCo) and the SEND information report
- [The Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- [The Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- [The Governance Handbook](#), which sets out governors'/trustees' responsibilities for pupils with SEND
- [The School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with Special Educational Needs

Definitions of Special Educational Needs and disabilities (SEND) taken from section 20 of the Children and Families Act 2014:

A child or person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they either:

- a) have a significantly greater difficulty in learning than the majority of others of the same age
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 settings

A child under compulsory school age has Special Educational Needs and/or Disability if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND.

A child with SEND may need extra or different help at school or home because of a range of difficulties that come under the 4 identified broad areas of need according to the SEND Code of Practice (2015) i.e.

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

4. Aims and Objectives

This policy aims to ensure that curriculum planning, learning and assessment for children with SEND takes account of the nature and extent of the difficulty experienced by the child.

We aim to work with the LA to ensure high levels of achievement, effective learning, progress and development for all pupils regardless of any SEND ensuring that:

- All children are given equal access to the curriculum and that each child's achievements are valued.
- All learners make the best possible progress
- Procedures for identifying children with SEND are known by all staff and identified as soon as possible

- Staff are kept aware of appropriate provision and of the needs to differentiate for the range of SEND and are provided with regular training and development
- Parents and carers are informed of their child's special educational needs and provision, and that there is effective communication between parents/carers and the school
- Records on the provision map follow the child through the school and are clear, factual and up-to-date
- Every child has an equal opportunity to participate in all aspects of school life, irrespective of race, gender or need
- Pupils are involved wherever possible in the planning, review and target setting of their programme of work
- Individual needs are regularly monitored and reviewed and clear records of any action taken are maintained
- Needs and provision are reviewed termly for budgeting, planning and resourcing for SEND
- Relevant primary and secondary schools are contacted/liased with for a smooth transition between settings and the transfer of records
- There is adequate resourcing for SEND and involvement of outside agencies where appropriate

This policy complies with current statutory requirements/guidance set out in relevant legislation and documents. It links with the School Information Report on the link below:

<https://www.stsavioursceprimary.co.uk/send/>

The Local Authority's offer is published here: <https://www.localofferbirmingham.co.uk/>

5. Procedure for SEND Support

A decision is made, following assessment, teacher concern or parental concern which indicates that current support is not sufficient to ensure adequate progress.

All staff are responsible for identifying pupils with SEND and are encouraged to collaborate with the SENDCo to ensure that children requiring different or additional support are identified at an early stage. Informal assessment of a child's progress is on-going and dips in progress are explored to ascertain whether there are any underlying learning issues.

The SENDCo, in consultation with the class teacher and parent will:

- Assess the child's needs that are central to the process, 'the child centred approach'
- Review progress data
- Consider reports from the child's previous schools
- Consider other reasons for the lack of progress – undiagnosed hearing/sight/medical concerns, persistent absence, attendance, change in family circumstances
- Ensure that a graduated approach of assess, plan, do and review is adopted
- Decide whether to seek further advice and/or support the class teacher
- Arrangements to monitor and review progress
- Consult with the young person on the nature of their SEND and the support they will have available
- Review all the available information and contact appropriate external advisory agencies e.g. Pupil and School Support (PSS), Educational Psychologist (EPS), Speech and Language therapy (SALT), Communication Autism Team (CAT) and Forward-Thinking Birmingham
- Collect any additional information from any other appropriate agencies

What is SEND? [What is SEND? - Local Offer Birmingham](#)

6. School Support Provision Plan/Education Health and Care Plan

In certain cases, the conclusion may be reached that, having given extra SEND support to meet the learning needs of the pupil, the pupil's needs remain substantial and cannot be effectively met within the resources available to school. The pupil will have been receiving SEND Support and will have been monitored with the aid of outside agencies.

If the school and parents still have concerns we may therefore draw the pupil to the attention of the Local Authority (LA) with a view to complete a School Support Provision Plan (SSPP) or to complete a formal statutory assessment and development of an Education, Health and Care Plan (EHCP). A SSPP enables schools to access funding to support the pupil and meet their needs quickly (approximately 2-4 weeks) and effectively in the hope of removing them from this level of support once this need has been initially addressed.

If this is not the case and the child requires further specialist support and provision, in order to meet their needs, then an EHCP may be completed. For an EHCP, the school will be required to clearly state the reason for the referral and submit the following information through the process of a Team Around the Child (TAC) meeting.

- Recorded views of parents and where possible the pupil, at the earliest stages of assessment, with action and support to date
- Any relevant medical information
- Where appropriate, evidence relating to Social Services involvement
- Individual intervention record/ pupil profiles
- Evidence of involvement of outside specialists

Once the formal assessment is completed, an EHCP may or may not be issued. The whole process from the point of assessment should take no longer than 20 weeks. Once an EHCP is in place it will be reviewed annually with the support of parents, professionals and where appropriate, the child.

Please find the link for more information on SSPPs [SEN Support Provision Plans - Local Offer Birmingham](#)

Please find the link for more information on EHCPs [Education, Health and Care Plans - Local Offer Birmingham](#)

7. Roles and Responsibilities

The Role of the Head Teacher

- Working with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Having overall responsibility for the provision and progress of learners with SEN and/or a disability

The Role of the SEND Governor

- Raising awareness of SEND issues at governing board meetings
- Monitoring the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Working with the Head Teacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

The Role of the SENDCo

- Managing the day to day implementation of the SEND policy
- Working with the Head Teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Working with the Head Teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Coordinating provision for pupils with SEND including those with SSPPs and EHCs

- Providing professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advising on the graduated approach to providing SEND support
- Be the point of contact for external agencies, especially the local authority and its support services
- Overseeing the records of all pupils with SEND
- Liaising with parents of children with SEND
- Leading the continual professional development of staff
- Managing the school-based assessment and completing the documentation required by outside agencies and the LA
- Managing a range of resources, human and material, to enable appropriate provision for children with SEND
- Assessing and supporting pupils with SEND
- Liaising with Nurseries/Early Years day care/Primarys/Secondary schools to ensure effective transfer of pupil records/information
- Supporting teachers to meet the individual needs of the children with SEND. e.g.:
 - Implementing professional advice
 - Identifying children for interventions
 - scaffolding the curriculum in planning
- Liaising with support staff who deliver the intervention programmes and assess progress
- Working with outside agencies and organisations to develop the school's Information Report

The Role of the Class Teacher

- The progress and development of every pupil in their class including writing individual targets
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Regular in house and externally provided training for all teaching staff to enhance quality first teaching
- Regular staff meetings to ensure effective communication
- Induction programme for all staff with additional input for Early Career Teachers
- Training opportunities to meet specific teachers' needs/class profile

8. Continued Professional Development

We are committed to ensuring all members of staff are involved in continuous professional development. We create opportunities to enhance and share existing knowledge and expertise through a variety of ways including:

- The SENDCo's attendance at local and national courses and disseminating knowledge gained
- The SENDCo ensures they are up to date with proposed government papers and consultations.

9. Working in Partnership with Parents and Carers

We value the views of parents regarding their children and see them as partners. Communication and consultation with parents form part of the school's review system which in turn informs policy and practice.

We aim to provide support to parents and carers ensuring that pupils with Special Educational Needs and/or Disabilities access and enjoy the curriculum achieving the best possible results. Communication with parents is both formal and informal throughout the year and informs policy and practice.

- Review meetings with the SENDCo
- Parents' evenings

- By appointment
- At the beginning and end of the school day
- By email
- By telephone regarding issues that may arise during the day
- Sharing information via provision map

10. Admission arrangements

The Head Teacher is responsible for the admission arrangements which concur with the Local Authority. The school acknowledges its full responsibility to admit pupils with already identified SEND, as well as identifying and providing for those not previously identified as having special needs/disabilities. Please refer to the school's [admission policy](#).

11. Accessibility

The school continues to review how accessible the environment, curriculum and communications are for pupils and the wider community - [read the school's accessibility plan](#).

12. Access to the Curriculum

All pupils with SEND are taught in classes alongside their peers. All teachers ensure they:

- Provide suitable learning challenges
- Meet the pupil's diverse needs
- Remove the barriers to learning and assessment

The SENDCo works with the class teachers to match the learning to the needs and ability levels of the pupils. A range of strategies are employed to develop the pupil's knowledge, understanding and skill set. Class teaching materials are differentiated to ensure each pupils' needs are met. St Saviour's C of E Primary School strives to promote opportunities for all children to experience enrichment activities both within the school day and through after school clubs. SEND pupils are actively encouraged and supported to join in and benefit from these activities.

13. Interventions

At times pupils may participate in specific, time measured interventions to close learning gaps. They may be included in small group or 1:1 work. A baseline assessment and a post intervention assessment will be taken to measure impact. Every intervention will be monitored by the class teacher and/or SENDCo. Pupils may also receive pre and post tutoring opportunities to support their learning.

14. Monitoring & Evaluating the SEND Provision

We are committed to regular and systematic evaluation of SEND pupil progress. This monitoring is completed through a series of methods including:

- Regular observation of lessons and interventions by the Head Teacher Deputy Head and/or subject leads
- Learning walks throughout the school
- Scrutiny of teachers' planning and pupils' work
- Analysis of the attainment and achievement of different groups of pupils with SEND through pupil tracking
- Maintenance & scrutiny of assessment records that illustrate progress over time
- Gathering the views of parents and pupils
- The involvement of the SEND Governor who reports regularly to the Governing body

15. English as an Additional Language

Particular care is exercised when dealing with the special educational needs/disabilities of a child whose first language is not English. Teachers closely follow the child's progress across the curriculum to ascertain whether the problems are as a result of proficiency in English or special educational needs/disabilities.

16. Concerns

If any parent/ carer has a concern regarding the process of supporting pupils with SEND at St Saviour's C of E Primary School then the class teacher should be contacted in the first instance. If the parent/carer requires further assistance then they should contact the SENDCo.

SENDCo Contact: Mrs K Bowden

St Saviour's CE Primary School
Alum Rock Road
Saltley
Birmingham
West Midlands
B8 1JB

Telephone: 0121 464 6923

Fax: 0121 464 6930

Email: enquiry@stsav.bham.sch.uk

Parents are made aware that we will aim to respond to all emails within 5 working days.

If any parent/carer feels the concern has not been resolved and wishes to make a complaint, they should refer to the school's [complaint policy](#) ([Policies | St Saviour's CE Primary School \(stsavioursceprimary.co.uk\)](#)).