

SEN
Policy

Safeguarding Statement

West Heath Primary will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability. West Heath Primary School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff to share this commitment. Please also refer to the No Platform, Visiting Speaker Policy.

Owner – Matt Blackburn (SENCO)
Date for review September 2019

WEST HEATH PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

AUDIENCE
This policy is for pupils, parents, staff and the governors of West Heath Primary School.

EQUAL OPPORTUNITIES
We will continuously strive to ensure that everyone on our site is treated with respect and dignity. Each person will be given fair and equal opportunity to develop their potential, with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS
Pupils have Special Educational Needs Disability (SEND) if they have a learning difficulty which calls for special educational provision to be made for them; this provision is 'additional to' or 'different from' that which is available to all children. Children finding access to the curriculum difficult, solely because of a difference of language between home and the school, are not considered as having learning difficulties. Pupils with a disability have special educational needs if they have difficulty in accessing education and if this requires any special provision or arrangements to be made for them. The school has a Disability Equality Scheme and an Accessibility Plan which outlines adjustments the school will make to cater for disabled pupils and adults.

The SENCO (Special Educational Needs Co-ordinator) is line-managed by the Deputy Head-teacher. The SENCO at West Heath Primary School is Matt Blackburn.

AIMS
This policy is in place:

- to identify pupils with Special Educational Needs and Disabilities and ensure that their needs are met.
- to ensure that parents are informed of their child's special needs and provision being made and to ensure that there is good communication between parents and school.
- to ensure that learners express their views and are fully involved in decisions which affect their education.
- to involve outside agencies when appropriate and work in effective partnership with them.

ADMISSIONS
The Governing Body does not discriminate against pupils with SEND. Parents or careers seeking admissions of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take pace. The school does not have a specialist unit of any kind. Upon deciding to admit a child with SEND the needs of the cohort will be assessed. The school will make sure that the needs of the enquiring SEND child will be met with no detriment to the cohort.

PROCEDURE

How we identify pupils with Special Educational Needs and determine what their needs are:

The school is committed to early identification of Special Educational Needs and liaises with pre-school groups and nurseries on transition to Reception. We welcome information from parents which may alert us to such needs.

Formal assessments in Literacy and Numeracy (see Assessment Policy) provide information on attainment levels. The school's monitoring system will alert teachers to difficulties a child may be experiencing. Senior staff regularly monitor the results of these assessments.

Class-teachers, through continuous observation and assessments, may become aware that a child has learning difficulties. At this point the child's parents should be invited into school to meet with the class teacher. During this meeting the difficulties the child is experiencing should be discussed and a course of action agreed. The details of this meeting must be recorded on an 'initial concerns form' (appendix 1). The class teacher must photocopy this completed form and pass it to the SENCO. The original form should be kept by the class teacher and placed in their SEN file. Class teachers must put appropriate provision, based on quality first teaching, into place and monitor its impact.

During each term, Birmingham's Special Needs Audit (Language and literacy toolkit) is carried out for any pupils experiencing difficulties in learning. The 'areas' assessed are: Speaking and Listening, Reading and Writing. This information is used as part of the information gathering process and aids the identification of Special Educational Needs.

If, following in class intervention, the child makes little or no progress, the parents will be referred to the SENCO, who will explain that more focused intervention is needed. At this point it will be made clear to parents that their child has been added to the Special Educational Needs Database. This will be done in person by the SENCO, but a letter will also be sent. The SENCO will then take responsibility, along with the class teacher, for gathering information and co-ordinating any provision required. A plan will be put into place and parents will be informed. The class teacher has responsibility for ensuring the provision for the child enables them to make progress.

The Special Educational Needs Database

A database, which is continually up-dated, is kept for any children with a Special Educational Need or Disability. This is held by the SENCO and can be found in the SENCO's office.

Provision

Planned provision is detailed on the school's Year Group Provision Maps, which outline interventions to be delivered; these are time-limited and planned to meet the needs of the individual. The Provision Maps also detail who will deliver the interventions. This may be the child's teacher or another teacher, the classroom assistant, the SENCO or the pastoral team. For children with more complex Special Educational Needs, additional sections of the provision sheet will be completed and shared with parents. Outside agencies such as pupil school support or the Educational Psychologist may be asked for advice at this stage.

All children on the SEN database have full access to the National Curriculum through the use of regular classroom differentiation. Extra provision is put into place to ensure that no child is excluded from acts of collective worship, school trips or after schools clubs because of their Special Educational Need.

Monitoring of Progress
The progress of all children is monitored on a regular basis by the class teacher through informal classroom observations and formal assessments. The SENCO also monitors the progress of all children on the SEND database.

Reviews
A review for children on the SEND database is held every term to which parents are invited and the child is encouraged to take part. Progress is discussed, the views of the child and their parent/s elicited and a new plan is drawn up, unless the child no longer needs one. These meetings are designed to give all parties a voice and as such will include parents, pupils, class teacher and other adults involved if the SENCO deems it necessary. In addition to these review meetings, parents can book a meeting with the SENCO, to discuss concerns or pass on information from health appointments, by contacting the school office.

Outside Agencies
When, following intervention in school, a child is still experiencing significant difficulties in school and is not making adequate progress they are usually referred to outside agencies which may be Educational Support Services or Health Services.

On a regular basis, the school enlists the help of the following:

- An Educational Psychologist;
- The allocated advisory teacher from the Pupil and School Support Service;
- The allocated advisory teacher from the Communication and Autism Team;
- The Behaviour Support Service;
- The hearing impairment team and the visual impairment team.

The LEA has Specialist Support Services to advise on physical disabilities.

In all cases, when a referral is made to outside agencies, the permission of parents is obtained first. It is usually the SENCO who makes referrals.

Further action when a child fails to make significant progress:
When a child makes little or no progress over a significant period of time it may become apparent that the school needs to apply to the Local Authority for an Education Health Care assessment to take place. This will involve all professionals involved with the child sitting down at a meeting with the child's parents to complete paperwork that must be submitted to the Local Authority. This meeting is called ' a team around the child meeting' and is the first step in applying for an Education Health Care Plan.

Transition Reviews
Children with a Statement or Education Health Care plan will have a Transition Review in the summer term of Year 5. The meeting should be helpful in guiding parents to visit appropriate secondary schools. Information on schools with Resource Bases will be given.

Transition to Secondary School
For all pupils with Special Educational Needs, the SENCO will liaise with the SENCO of the receiving secondary school, who is always invited to a pupil's last review at West Heath Primary School.

Inset
The school annually looks at the training needs of all staff in line with the schools development plan. The SENCO is responsible for prioritising the training needs of staff and the school ensures records are kept of training received.

THE ROLE OF THE GOVERNING BODY
A report relating to the standards of pupils with SEND and implementation of this policy is given to the governing body termly. The governing body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. It will receive updates on the amounts of children on the SEND database at each full governing body meeting.

COMPLAINTS
The school's complaints procedures are set out in the school's complaints policy, but the first port of call should always be the child's class teacher.

MONITORING OF THIS POLICY
The Head-teacher and Governors of West Heath have overall responsibility for ensuring that this policy is implemented and the necessary provision is made for any pupil who has special educational needs. There is an identified person on the governing body with a lead responsibility for SEN. It is also the legal duty of the governing body to report annually on the implementation of this policy to parents.

This policy will be reviewed annually.
Next review date is September 2019