

## Special Educational Needs and Disability Policy Statement

This document is a statement of the aims, objectives, principles and strategies with provision of Special Educational Needs and Disabilities at Brewood C of E Middle School and St Mary's C of E First School Wheaton Aston, Federation of Schools and is written in accordance with the SEND Code of Practice 2014, Equality Act 2010, Children and Families Act 2014 and the School's local offer. This policy should be read in conjunction with the SEND Information Report which is available on the school websites.

### Aims of the SEND policy:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and printed information for all,
- To ensure all young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Inclusion Statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils or whom it is required and that is "additional to and different from" that provided within the differentiated curriculum to better respond to the four areas of need:
  - Communication and Interaction
  - Cognition and Learning
  - Social, Emotional and Mental Health Needs
  - Sensory Physical Needs
- To request, monitor and respond to parents, carers and pupil's views in order to evidence high levels of confidence and partnership.
- To ensure high levels of staff expertise to meet pupil needs through well targeted continuing professional development.
- To support pupils with medical conditions in all school activities by ensuring consultation with health and social care professionals.
- To work in cooperative and productive partnership with the local authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all the vulnerable learners.

### What are Special Educational Needs?

A child 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. The Code of Practice 2014 states that a learning difficulty or disability is:

- A significantly greater difficulty in learning than the majority of others of the same age.
- A difficulty that prevents him/her from making use of educational facilities of a kind generally provided for others of the same age
- A physical or mental impairment which has long term and substantial adverse effects on a child's ability to carry out normal day to day activities

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 school 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 needs provision. (Code of Practice 2014)

It should be noted that all staff are teachers of children with special educational needs and difficulties and are responsible for implementing the school's policy.

In addition, children will not be regarded as having special educational needs solely because they have low attainment; their language is different from the language in which they are taught, if they have a medical condition that does not affect their learning/academic attainment or if they have difficulties in with behaviour.

Special educational needs provision is that which is additional to, or otherwise different from the educational provision made generally for children of their age in schools maintained by the local authority.

### **What are the aims of the school's Special Educational Needs Policy?**

The aims of the school's policy is to give equality of opportunity to a broad and balanced curriculum, including the National Curriculum, improve and sustain self-esteem and enjoyment and praise success but still offer support for the children difficulties. This is done through consultation with parents and pupils in partnership with staff. The school will have regard for the Special Educational needs Code of Practice 2014 and in doing so will:

- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.
- Recognise that parents hold key information, knowledge and experience that will contribute to the best way of supporting their child thus respecting their input as an equal partner and a valued role in their child's education.
- Recognise that children themselves have a unique perspective about their own needs and how they might benefit from additional help thus encouraging them to participate in the decision making process and contribute to the assessment of their needs during the cycle of assess, plan, do and review.

### **How does our school know if our children need extra help?**

The school will always attempt to:

- Follow the SEN Code of Practice 2014, Learning Disability Act 2013 and Equality Act 2010
- Both schools identify the specific learning needs of children through a framework of screening and assessment tools through liaison or on transfer, which will enable staff to identify needs as early as possible.
- Use any previous information from a previous setting, agency or parent and take this on board so that together with parents, staff and the child the information can be used to provide starting points for the further development of the child.
- Use consistent criteria to assess a child's performance and to identify a pupil's strengths as well as areas of development as well as identify any future support both within the class (wave 1 provision) or through withdrawal work (wave 2 and 3 provision).
- Provide and deliver appropriate programmes of study and/or differentiated materials including Educational Support Plans for those children with identified special educational needs.
- Employ clear monitoring and recording procedures to enable staff to monitor progress and use agreed proformas to record the needs of children with SEND.
- Ensure that all staff recognises that there is a continuum of needs, provision and support.
- Ensure that all staff are aware of the needs and provision for those pupils with SEND through cascading and dissemination of information to all.
- Address the concerns are raised by parents /carers, teachers, or the pupil's previous school.
- Establish procedures which enable staff to liaise with parents on a formal and informal basis.
- Track the attainment of pupils whose learning outcomes indicate a lack of progress overtime.
- Take note of pupil observation that indicates they have needs in one of the four areas of need.
- Respond to a pupil who asks for additional help or support.
- Establish a continued process of observation and assessment through Individual Support plans and the SEND review process of Assess, Plan, Do and Review.

## What should I do if think my child may have special educational needs?

- If you have concerns then firstly discuss these with your child's class teacher, subject teacher or form tutor.
- This may then result in a referral to the school's SENCo, Miss Goldup.
- All parents will be listened to and their views and aspirations for their child are central to any assessment and provision that might be provided by the school.

## How does the school support my child?

- Both Schools have a local offer - See appendix A and B.
- All pupils are provided with high quality teaching that is differentiated to meet the diverse needs of all learners
- Pupils with disabilities will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.
- The quality of teaching is monitored through school evaluation systems and procedures.
- Information on the quality of teaching is reported to Governors.
- All pupils have individual targets set in line with national outcomes to ensure ambition. These are discussed with parents at parent evenings and pupil's progress towards these targets is tracked using a whole school tracking system.
- Pupils who fail to make the expected levels of progress are identified quickly and discussed at regular meetings to ensure swift action is taken to prevent any further decline in attainment.
- Where it is decided that additional SEND support is required to support increased rates of progress, an individual assessment of a pupil will be undertaken in order to make an accurate assessment of their needs and parents will be invited to a meeting to support the identification process and plan of action to improve outcomes.
- All SEND support will follow an Assess, Plan, Do, Review model.
- A review of the impact of the support and additional strategies used to further support the success of the child will be taken three times per year. Parents will be invited to attend these meetings in addition to other meetings and consultation days.
- Parents will be informed if the school considers their child may require SEND support.
- SEND support will be recorded on a plan and will clearly identify the outcome. Progress towards these outcomes will be tracked and reviewed termly.
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from outside agencies as to the strategies to best meet the specific needs of a pupil. This will only be undertaken after parental permission has been obtained. A referral may be made to:
  - Special Educational Needs Support - SENSS (ENTRUST)
  - Local Support Team
  - Autistic outreach Team
  - Hearing Impairment Team
  - Visual Impairment Team
  - Educational Psychology Service
  - Education Welfare Officers
  - Physical and Disability Support Service
  - Social Services
  - School Nurse
  - CAMHS (Child and Adolescent Mental Health Service)
  - Other service deemed appropriate for the needs of the pupil.
- For pupils who despite relevant and purposeful action taken to meet their needs, fail to make expected levels of progress, the school or parents may consider requesting an Educational Health Care Assessment that will be undertaken by the local authority.
- In some cases a TAC (team around the child) or TAF (team around the family) may be initiated with support from the local support team.

## Who is responsible for ensuring that provision for my child is made?

At Brewood CE Middle School and St Mary's CE First School and Nursery, the governing body, the head teacher, the Special Educational Needs Co-ordinator and all other members of staff have important responsibilities for pupils with Special Educational Needs.

The Governing Body have a responsibility to work in Partnership with the Head teacher to monitor effectiveness of the School's SEND Policy and Provision to:-

- Do their best to ensure that the necessary provision is made.
- Ensure that the needs of SEND pupils are made known to those who teach them.
- Ensure that all teachers are aware of the importance of identifying and providing for the needs of SEND pupils.
- Consult the Local authority, when appropriate and governing bodies of other schools, in the interests of co-ordinated SEND provision in the area as a whole.
- Ensure that, as far as possible, SEND pupils are integrated into school activities.
- Report annually to parents on the school's policy for pupils with SEND.

The Head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND. He will keep the governing body fully informed. At the same time, he will work closely with the SENCo.

While the governing body and head teacher have overall responsibility for the school's SEND policy, the Special Educational Needs Co-ordinator (SENCo) is responsible for the day-to-day operation of the policy by and co-ordination of special needs activities within the school.

- Liaising with disseminating information to and advising staff, both teaching and non-teaching.
- Co-ordinating the school's SEND Register and overseeing the records on all pupils with SEND.
- Maintaining the school's SEND register and overseeing the records on all pupils with SEND.
- Liaising with parents of pupils with SEND.
- Organising and contributing to the in-service training of all staff, where appropriate.
- Liaising with external organisations, where appropriate, including educational, medical, social and voluntary bodies.
- Co-ordinating provision for pupils with SEND.
- Contributing to the school's INSET programme with regard to SEND.
- Managing teaching assistants' performance management and day to day operations.
- Where relevant, submitting applications for Statutory Assessment
- Report to the named Governor annually regarding Special Educational Needs developments and provision.
- Liaise with the school's nominated Looked After Children's Coordinator with regard to individual needs

The Subject/Class teachers will:-

- Gather information about the child and make an initial assessment of the child's special needs.
- Consult with the child and the child's parents.
- Consult with external agencies, where appropriate.
- Consult with the SENCo, and the child on the SEND register.
- Devise strategies and identify appropriate methods of access to the curriculum in order to deliver an individualised programme of education through differentiation within the normal classroom context.
- Monitor and review the child's individual progress.
- Provide the SENCo with relevant documentation / evidence relating to a child's attainment or achievement for the purpose of review of local authority submissions.

The Teaching Assistants will:-

- Support the teaching and learning of individuals and groups of pupils and support class teachers in the delivery of individualised programmes.
- Support children in achieving the targets identified in Individual Support Plans (ISPs) and Statements of Educational Need or Education Health Care Plans (EHCs).
- Provide further differentiated provision for groups of pupils.

- Aid the planning and evaluation of individuals and group programmes.
- Keep records and evidence of achievement relating to ISP targets, Statements of Educational Need and Education Health Care Plans.

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

- Each teacher is aware of your child's previous attainment and their targets for the academic year. Wave 1: Quality Classroom teaching; Wave 2: additional small group intervention and Wave 3: individual tuition is arranged on a targeted support basis throughout each year group.
- Differentiated work is planned in lessons to match your child's learning needs taking into account their learning style, academic level and curriculum requirements. The use of differentiated teaching and learning techniques might include:-
  - Individual/paired group work
  - Multi-sensory teaching techniques
  - Dyslexia friendly school techniques
  - Different tasks
  - Different resources
  - Different amounts of support (Peer/teacher/teaching assistant)
  - Individual learning styles
- When a child is identified as having Special Educational Needs, their work may be differentiated further by the class teacher in order to remove barriers to their learning and enable greater access to the curriculum.
- In addition, children may be provided with additional support which could include specialised equipment, resources, use of ICT and / or additional adult help.

### How will I know how well my child is doing?

- Attainment is shared with parents through the school reporting system and Parent's Evenings.
- Parents may also find the home school organiser at the Middle school a useful tool to communicate with school staff and vice versa.
- Parents are encouraged to arrange a meeting with their child's class or subject teacher, the SENCo or a member of the Senior Leadership team in addition to an individual child's SEND review meetings. Please contact the office who will be able to help you arrange the most suitable meeting.

### How will the school help support my child's learning?

- The school's regular newsletter informs parents and stakeholders about the most recent events and activities on offer by the school as well as the school's website.
- Children are provided with homework in order to support or extend their learning in and around the subjects they are learning about.
- The class / subject teacher or SENCo may suggest additional ways of supporting your child's learning at home.
- The school acknowledges the pupil's role as a partner in their own education by listening to their views, involving children in decisions and target setting as well as recording and acting upon their views.
- The school actively encourages parents to share responsibility in order to secure a positive environment in which pupils can develop through shared information and actively seeks to work with parents and values the contribution that they make.
- The school makes use of several online learning tools to support learning, which your child will be given passwords to during their curriculum lessons.
- The school includes training for all staff on SEND related areas during the year. This includes whole school training and more specialised training for identified staff.
- The school also organises parental workshops and open days during the year which aim to provide useful opportunities for parents to learn more about the curriculum being offered.

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

The school offers a wide variety of pastoral support. This includes:

- Personal, Social, Health and Economic (PSHE) Curriculum which aims to provide children the knowledge, skills and understanding to enhance their emotional and social awareness and well-being.
- Parent and Pupil voice are encouraged in school through our school council and pastoral systems, which is monitored and acted upon.
- The school's well-being initiatives following the completion of the Anti-Bullying Pledge which runs alongside our Pastoral Care programme within school.

### **Pupils with Medical Needs**

- Pupils with specific medical needs are provided with a health Care plan, compiled by the school nurse in partnership with parents and if appropriate the pupil themselves.
- Staff who administer medicine do so in accordance with the Local Authority policy and DfE guidelines included in: Supporting Children with Medical Conditions (DfE) 2014.

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

- Staff are all in receipt of Level 1 Child Protection training with some Leadership members having undertaken Level 2 Child Protection training.
- Identified members of staff undertake specific First Aid training and all staff members undertake basic first aid awareness training every three years.
- The SENCo attends termly updates provided by the local authority.
- The SENCo and identified members of staff have recently undertaken training in manual handling of children with physical difficulties, memory training, Speech and Language support strategies and Physiotherapy support.
- All staff are aware, through regular updates, the needs of individual pupils following visits from the Autism Outreach team, SENSS and the Behaviour Support team as well as other outside agencies.
- The Governor with SEND responsibility has also undertaken training relevant to SEN.

### **How will my child be included in activities outside the classroom including educational visits?**

- All children are asked to take part in educational visits and residential visits. However, risk assessments are carried out and procedures are put in place to allow all children to take part wherever it is possible.

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

- The school's accessibility plan describes the action taken by the school to increase access to the environment, the curriculum and to printed information and is available on the school's website.
- Both schools offer facilities to increase and assist access to the school for children with physical impairments. At both schools these include ramps and single floor access points. At the middle school, there are additional lifts to different floors and disabled toilet facilities.

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

Provision for children with Special Educational Needs remains a whole school responsibility. Close liaison between both schools through the Key Stage Coordinators and the SENCO is made and maintained on transfer. The SENCO at the Middle and first schools is the same person and works on both sites during each week in term time.

- Both schools will assess each child's current levels of attainment on entry in order to ensure that previous patterns of learning are fully established.
- Any previous information from a previous setting or agency will be taken on board and together with parents, staff and the child will use this information to plan and support the learning of the children.

Detailed liaison with other feeder first schools prior to transition is always sought where possible to ensure a smooth transition between establishments.

- On entry to the Middle School, a planned programme of visits is provided during the summer term for pupils starting in the September including staff liaison, child activities and SENCO liaison with first schools.
- Parents and 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 including a meeting with the SENCO if your child is registered as having SEND. This enables all new parents who have known SEND to raise any concerns and discuss solutions to any perceived challenges their child may face.
- When transferring to another school, the previous school's records will be immediately requested and a meeting set up with parents to identify or reduce any concerns where necessary.
- A transition programme for some SEND children is put in place during the summer term of Year 8 which includes additional visits to the High school if deemed appropriate.
- The Annual Review for a pupil with a Statement of Need of Education Health Care Plan begins in the fourth term before transition where a transition meeting is held to discuss the process of transition and any additional strategies this may require.
- Parents are always encouraged to consider options for the next phase of their child's education and can take advantage of the support offered by Staffordshire School Choice. Information is located on the Staffordshire Website.
- For pupils transitioning between schools with known SEND, the SENCO will meet to discuss the needs of the pupil in order to make a smooth transition. This includes the transition of all previous SEND records and paperwork when a pupils changes schools.

#### **How are school's resources allocated to match children's special educational needs?**

- The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit); the Notional SEN Budget: The Pupil Premium funding for pupil who met certain criteria.
- This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:
  - Teaching assistant support - wave 1 (in class support)
  - Teaching assistant support - wave 2 (additional small group intervention)
  - Teaching assistant support - wave 3 (1:1 provision for significant needs)
  - Bought in support from outside agencies
  - Provision of specialist equipment
  - Continuing professional development for staff relating to SEND.
  - Non-teaching time for the Special Educational Needs Co-ordinator.
  - Salary of the SENCO.
- This resource allocation is reviewed annually.

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

- During wave 1 support, all children have access to a differentiated curriculum which may include:
  - Targeted support by the class teacher
  - Targeted support by a head of English or maths
  - Access to school support programmes and specific SEND packages
  - Additional home learning opportunities
- When a child fails to make adequate progress despite this support the school will consider further intervention, which may include further investigation as to whether as child may have special educational needs. Children deemed to require closer monitoring and assessment may be provided with additional support in the aim to:

- Close the attainment gap
- Prevent the attainment gap from growing
- Ensure the child is fully accessing the curriculum
- Improve a child's self-help, social, emotional or personal skills
- Improve a child's behaviour
- Improve a child's academic performance.
- Children requiring more specific support or those who have been diagnosed with a learning difficulty may be deemed to have special educational needs in accordance with the Code of Practice 2014 will be registered and receive "school support" following the evaluation of the school's interventions and assessment of the child. Children deemed to have special educational needs are provided with an individual support plan in the aim to:
  - Provide different resources, learning material or specialist equipment
  - Identify further wave 1 support strategies
  - Provide additional small group or 1:1 support in addition to a child's wave 1 learning.
  - Put into place the recommendations of an outside agency
  - Provide further specialist support / assessment
- Additional wave 2 and 3 provision is provided through a graduated response, providing a level and type of support which will enable the child to achieve adequate progress, supporting their wave 1 learning. This provision is managed by the SENCO and delivered by teaching and support staff.
- Should children be unable to progress due to their learning needs over a significant period of time or have lifelong difficulties that significantly impact of a child's ability to access the curriculum then it may be necessary to apply for an Education Health Care (EHC) Plan. The school will endeavour to meet the wishes of parents in admitting their children to with a statement of Educational Need or EHC Plan, but can only make provision for pupils with Special Educational Needs and Difficulties within the resources available to the school.
- For pupils with SEND but without a Statement of Need or Educational Health Care Plan, the decision regarding the support required will be taken at joint meetings with the SENCO, class teacher and parent. The deployment of staff to meet the agreed decision is then made by the SENCO.
- For pupils with a Statement of Need or Educational Health Care Plan the decision is reached at an Annual Review and then reviewed in line with other SEND children three times per year.

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

- This will be through:
  - Discussion with the class teacher
  - Discussion with the subject teacher
  - Discussions with the SENCO
  - Discussions with the Senior Leadership team.
- This will also be through parents evenings and consultation days.

#### **How does the school evaluate the success of the school's SEND policy?**

- The policy is reviewed annually by the SENCO and by the school Governors.
- A report is made to parents by the school Governors.
- The SENCO also reviews the SEND provision termly and as part of the school's development process, identifies priority targets annually for inclusion in the Whole School Development Plan.

## Admission arrangements for pupils with SEN or disabilities

Children with an Educational Health Care Plan or Statement of Special Educational Needs which names the school will be allocated a place in accordance with section 324 of the Education Act 1996.

Further information can be found at:

<https://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/admissioncriteria/AdmissionArrangements/Staffs-LA-Admission-Arrangements-2017-18.pdf>

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

- All complaints will be dealt with promptly and sensitively.
- The initial point of contact will be the child's class teacher.
- Appointments may also be made with the SENCO or Assistant Head teacher.
- In cases of more serious concern, the deputy head teacher/head teacher will be contacted. A formal complaint concerning special needs may be registered with Special Services, Education Department, Tipping Street, Stafford ST16 2DL
- Parent in the Know newsletter:  
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx>
- Staffordshire SEND Family Partnership Information Advice and Support Service  
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>
- Staffordshire Parent Action Network (SPAN):  
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/span/Span.aspx>
- Staffordshire Umbrella Network (SUN):  
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/sungroups/SUNGroups.aspx>
- Parent training (Skillshare):  
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/parenttraining/Skillshare.aspx>
- Staffordshire Market Place: <http://staffordshiremarketplace.co.uk/home.html>

Any complaint will be dealt with promptly and with sensitivity. In cases of more serious concern, the Deputy Head teacher/Head teacher will be contacted. A formal complaint concerning special needs may be registered with Special Services, Education Department, Tipping Street, Stafford ST16 2DL.

Joint Policy formulated March 2016 - to be reviewed annually

Appendix 1: Brewood CE Middle School Local Offer

Appendix 2: St Mary's CE First School Local Offer

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