

Springfield Primary School

Special Educational Needs and Disabilities Policy

Approved by Governing Body: March 2018

To be reviewed: March 2019

**Mr Robin Grover
Headteacher**

**Julie Young
Chair of IEB**

***Springfield Primary School
Springfield Road
Birmingham
B13 9NY
0121 464 3618***

Person responsible:	Mohammed Arshad (SENDCo)
Signed on behalf of School Improvement Committee:	
Date Approved:	March 2016

This policy has been written in consultation with the governing body, staff and parents. It complies with guidelines set out in the SEN code of Practice 2014.

Legislative Framework

This policy for children with special educational needs or disabilities is governed and informed by the statutory frameworks set out in the following documents:

- 0-25 SEND Code of Practice 2014
- Children and Families Act 2014
- Working Together to Safeguard Children 2013
- Equality Act 2010: advice to schools DfE Feb 2013
- Statutory Guidance on Supporting Pupils at School With Medical Conditions April 2014
- The National Curriculum In England framework document Sept 2013

The School Aims

At Springfield Primary School we are an inclusive school, we aim to provide the best possible opportunity for every child with or without special educational needs or disability to fulfil his/her potential, both academically and as a responsible citizen. Each person in our school will be given a fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

Springfield strives to continuously raise aspirations and expectations for all pupils with SEND. Support focuses on positive outcomes for all children.

It is our policy:

- To help each child to develop fully, according to his/her level of maturity and ability, and to cater for every child's particular needs
- To develop valuable skills and positive attitudes necessary to lead happy and fulfilled lives
- To provide a good grounding in speaking and listening, reading, writing and mathematics.
- To build a happy school society based on mutual respect and a real sense of caring for one another.

- To ensure that every child experiences success and feels that he/she is a valued member of the school community
- To enable children to know the difference between right and wrong; to encourage in each a sense of responsibility and high standards of personal behaviour; to equip them to make a positive contribution to the community
- To encourage children to take pride in their school and in the efforts and achievements of its members
- To help and support those children who have particular difficulties with their learning or behaviour, or who have special gifts or talents
- To provide children with a range of activities outside the classroom that will enrich, stimulate and foster a greater involvement in school life
- To keep parents well informed about school and their children's work; to involve parents in the life and work of the school; to enlist the support and co-operation of parents

Identifying Special Educational Needs

At Springfield Primary School we identify children's SEND needs in line with the SEND code of practice 2014:

xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Code of Practice 2014

The 0-25 Code of Practice 2014 details the four main areas of SEND:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

When identifying a child with SEND the priority is to understand what action school needs to take; not to fit pupils into categories. Depending on need children may cross several of the above areas. The school's provision list identifies category of primary, secondary and subsequent needs. The provision list also details children's dates of birth stage, the stage of SEND support they are receiving and what support they are receiving.

We recognise the benefits of early identification of need but understand for some children learning needs will become more apparent as they get older and learning opportunities are not met.

Identification process

In school we use a variety of different ways to assess whether a child or young person has special educational needs. Some of these ways include:

- Observations
- School based test results
- Use of Birmingham Continuum
- Information from parents and carers
- Information from the child or young person
- Specialised assessments carried out by members of the school's support services
- Information from previous schools or settings
- Results from end of key stage assessments
- Discussions with adults who work with the child or young person

Once a child or young person is identified as having a special educational need, a graduated approach to support is taken. The child or young person's needs will first be assessed, then support will be planned, carried out and then reviewed. At the review any necessary changes will be made.

A Graduated Approach to SEND support

We recognise that a range of different factors may impact a child's progress and these may not always be actual SEND needs. For example, we do not consider children whose difficulties are solely related to having English as an additional language as children with special educational needs, however we do ensure they are provided with robust intervention to support development of English skills and ability to access the curriculum. (6.24 SEND CoP 2015)

As required in the SEND CoP 2014 Springfield recognises varying levels of need and refers to this as a 'Graduated Response' (6.19) When assessing children's special educational needs we use teacher assessment, outside agency support and the Birmingham ITP graduated response driver to decide level of need, children are then judged as having Low/ Medium / High needs.

Each level of need is judged against the following criteria:

Low – In class support and possible use of booster groups and/or small adaptations to classroom such as seating arrangements or regular verbal cues to ensure focus and attention.

Medium – Requiring greater support within the classroom and specific targeted intervention. Behaviour charts, visual aids to support learning.

High – Children who require outside agency support.

Identification of greater needs those who require EHC plans.

All children will move up the levels of need if they are not making progress despite QFT and high quality intervention. In a very few cases if a child is still demonstrating significant cause for concern, following discussions with parents or carers, a request for an EHC Plan will be made by the school to the Local Authority. They will then consider the school and educational professional's evidence, along with any provided by the Health and Social Care professionals. This will decide the nature of the provision necessary to meet the young person's SEND.

The child's class teacher and the SENDCO will decide on the nature of targeted and specialist support which may be in the form of:

- Adapted tasks and resources
- Adaptations to the learning environment
- Use of visual support
- Adult support in whole class settings
- Small group work
- One to one adult support in some, or in rare cases, most lessons.
- Targeted researched interventions
- Advice and support from outside agencies

Managing pupils needs on the SEND register

Following identification appropriate support will be identified and put in place. This support will be planned and monitored through their ITPs. The schools whole school provision map will record all areas of need and support that are provided, including outside agencies and all interventions. Quality assurance monitoring reviews of ITPs and learning provision for SEND pupils is conducted on half termly basis.

ITPs follow the Assess Plan Do Review process as set out in SEND CoP 2014. Reviews are carried out during parents evening and teachers are responsible for sharing targets, types of provision in place and gaining parents and pupils views. If a child has a statement or an EHCP the SENDCO runs yearly person centred reviews with parents and any appropriate outside agencies as well as the reviews that occur during parents evening.

Teachers are responsible for ensuring all SEND support plans are kept up to date and relevant. That progress is recorded according to the outcomes described in plans and that interventions are carried out as stated in planning documents.

It is the SENDCO's responsibility to arrange outside agency support for any pupil who is identified as requiring additional support.

Criteria for exiting SEND register

When a teacher assesses that targets are achieved and that a child has made suitable progress and is now working at a level that is in line with national expectations and there is no longer a need for provision that is different to and/or additional to that is normally available to pupils of the same age, they will make the decision to take a child off the SEND register.

For children whose difficulties are linked to Cognition and Learning teachers will complete the Birmingham SEND continuum and track objectives on the SEND identification grid. This will ensure that children only come off the register when assessed as in line with national expectations.

If a child's needs are linked to Social, Emotional and Mental Health needs, then an extended period will need to be identified under which those additional needs have not arisen. Once this has been identified the child may be taken off the register, however regular monitoring will still take place to ensure needs are continuously met and concerns are addressed if they arise again.

Children with Language and Communication needs will be assessed by a Speech and language therapist to measure whether or not a child is in line with age expectations, or teachers will use the Birmingham Continuum for Speaking and Listening to assess if a child has achieved targets and no longer requires additional support in this area.

Supporting pupils and parents

SEND report and Local Offer

Springfield Primary School publishes its SEND information report in line with statutory requirements (reg 51, part 3 section 69 (3)(a) SEN CoP 2014). It can be found on the school website.

The school's SEND report clearly explains how parents can access the local authority's local offer for SEND in line with regulation 53, part 4.

Supporting families

The school works closely with many outside agencies to ensure the best outcomes for families of all children including those with SEND. Family support workers are requested,

from the local area, when family needs are identified and school strives to support all cases where additional family needs are identified.

Support transition

Transition for children with SEND is arranged to fit the needs of the child. School will provide all children with 'going up days' and opportunities to get to know their new teachers, if further work is required, as for children with ASD or other social interaction needs, then school may seek advice from the Communication Autism Team, or other outside agencies.

All relevant information regarding SEND needs is shared with next class teachers or settings and resources such as personal passports are used to support pupils in smooth transition periods.

When moving to secondary schools, the SENDCO shares all relevant information with the new school and if required arranges additional transition days with the new setting and supports pupils attending these.

Medical Conditions (see Medical Policy)

School recognises that pupils at school with medical conditions should be appropriately supported to ensure they have full access to education, including school trips and physical education. For children with medical needs who are disabled, school complies with its duties under the Equality Act 2010 and schools Accessibility Plan identifies steps to improve access for pupils from all groups of need.

School works closely with our local school nurse identifying any medical needs that require adaptations to setting or practice and ensuring all health plans are up to date and followed.

Monitoring and evaluating SEND

The SENDCO updates the SEND school improvement plan and regularly keeps it up to date reviewing progress across the department and identifying completed actions and next steps for continued improvement.

Parent and pupils views will be collected yearly to help inform the SENDCO in identifying areas of strength and areas for improvement. Evaluation of progress against areas identified will be shared with Governors at least twice a year.

Training and resourcing

The SEND department is allocated a yearly budget that comes from notional funding. The SENDCO is responsible for managing this budget to ensure the best outcomes for children with additional needs. This includes identifying training needs, arrangements and fees from outside agencies and resources as appropriate.

Training needs are identified in relation to individuals performance management needs as set out in support staff's 'My Appraisal' and through teachers Performance Management. Training is also linked to school priorities as set out in the School's development planning process.

To ensure that the SENDCO is up to date on local and national SEND issues they regularly attend local authority SENCo network meetings and can work with other local SENCos and Inclusion Leads through locally organised cluster meetings.

Roles and responsibilities

SEN Governor – Rhian Thomson

Supports the SENDCO addressing and identifying areas of concern and sharing information regarding progress, issues and successes with the governing body.

Inclusion Lead – Mohammed Arshad

Is responsible for;

- Organising SEND needs across school
- Monitoring provision
- Line Managing TAs
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Class Teachers -

Are responsible for;

- Quality first teaching within their classrooms to ensure good teaching strategies are used to support progress and additional needs of all pupils.
- Assessing learning needs within their classroom – completing the Birmingham SEND continuum.
- Ensuring ITPs are up to date and have appropriate targets.
- Directing Teaching Assistants for supporting SEND children within their classes.
- Reviewing progress
- Sharing information with parents and the SENDCO

Teaching assistants –

- Running specific interventions as directed by school leaders or class teachers.
- Supporting all children within their classrooms.
- Supporting teachers with updating ITPs as targets are achieved or when changes need to be made.
- Ensuring they are in regular conversation with class teachers regarding the progress and needs of all children.

Storing and managing information

All special educational needs records are confidential. The SENDCO will keep and update all SEND records and ensure they are held securely. When a child transfers to a new school, the SEND records will be passed on to the new school.

Any confidential information that is to be thrown away will be shredded.

Each class has a SEND file, this contains;

- Current ITPs
- Speech and Language plans
- Master copies of regularly used resources
- Any current reports that need to be address though ITP and assessment

Reviewing the policy

The policy is to be reviewed every 3 years, and take into account any updates and changes in staff structures. The policy will be shared with parents and school governors.

Accessibility

Springfield Primary School is working towards becoming a fully accessible school. Currently most classrooms are assessable except some which are upstairs, however if the situation arose that we required disabled access to year 3 and 4 then there is flexibility in where these classes are taught and school would relocate classrooms to address need.

School's Accessibility Plan is updated regularly and addresses improvement across school.

Complaints

It is always advised that concerns are first addressed with the class teacher.

Concerns and complaints about SEND provision should be addressed to the Head Teacher, or the SENDCO who will respond by meeting with parents/carers to discuss the situation. If this does not resolve the situation then the complaint should pass to the first level of the complaints procedure within school.