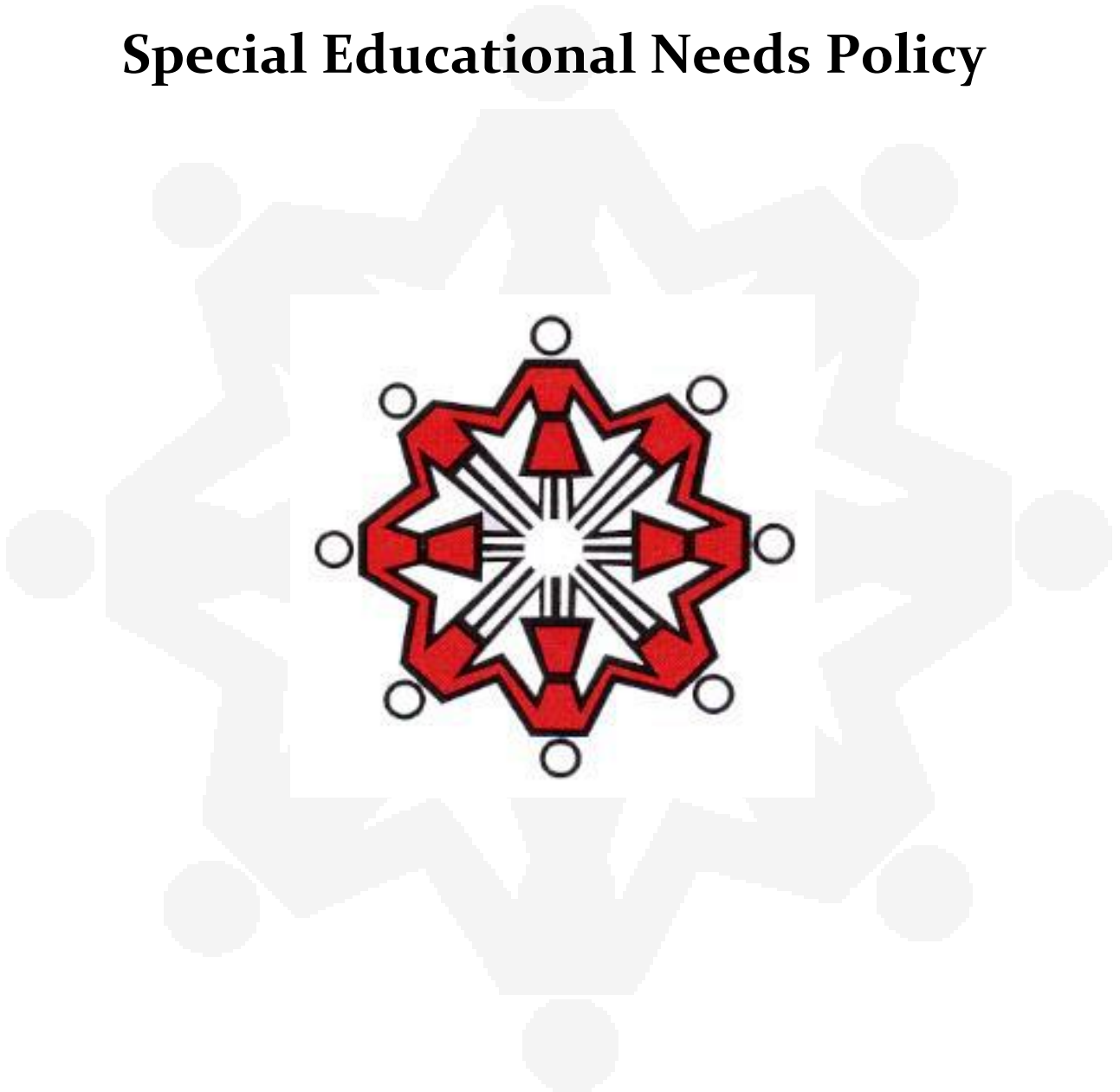


ST BENEDICT'S PRIMARY SCHOOL

St. Benedict's Primary School

Special Educational Needs Policy



Date of Issue: 11th November 2021

Date for review: 11th November 2022



2017-2020

Our Vision

Our school vision applies to all of the children who come to our school:

'Every child should have the right and the means to fulfil their dreams'

We believe that this should apply to all children and we know that this means some children may need extra support and help in order to achieve their best.

Aims and Principles:

Our school aims to create:

- Successful learners: who enjoy learning, make progress and achieve.
- Responsible and rights respecting citizens: who are self-aware and socially aware – who have pride in their own history and heritage and respect for that of others.
- Confident individuals: who are able to live safe, healthy and fulfilling lives.

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, SEND co-ordinators (SENCOs) and the SEND information report

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

Objectives of the SEND Policy:

Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services (and feeding schools or early years settings) prior to the child's entry into the school. Where needs have not been previously identified, staff will report observations to the SENDco.



2017-2020

Progress of all pupils is monitored in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.

Appropriate provision is made to overcome all barriers to learning and ensure pupils with SEND have full access to the curriculum. This will be co-ordinated by the SENDco and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

Parents are involved in all stages of their child's education. They are supported in understanding SEND procedures and practices and are provided regular feedback on their child's progress.

We will work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.

Roles and responsibilities

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class



- 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

Arrangements for coordinating SEND provision

The SENDco will hold details of all SEND Support records such as the SEND Register, provision maps and strategy sheets for individual pupils.

All teaching staff can access the following documents on the shared file:

- The School SEND Policy.
- A copy of the SEND Register.
- Guidance on identification of SEND in the Code of Practice.
- Information on individual pupils' special educational needs including pupil profiles and strategy sheets where applicable.
- Practical advice, teaching resources, and information about types of special educational needs and disabilities.

By accessing the above, teaching staff member will have complete and up-to-date information about all pupils with special needs and their requirements; enabling them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

Admission arrangements

Please refer to the information contained in our school prospectus.

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Where appropriate upon transition; children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual plan of action to aid transition will be offered.

Specialist SEND provision

St Benedict's Primary School is an inclusive school. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion.

In our school we support children with a wide range of needs. We are committed to whole school inclusion and will seek support and training from SEND services where appropriate.

Facilities for pupils with SEND

The school complies with all relevant accessibility requirements; please see the school accessibility plan for more details.

All children have access to our extra-curricular activities, trips and residential stays. Where appropriate and possible, adjustments will



2017-2020

be made to ensure all children and young people with special educational needs are fully included in these activities. In addition, our school provides additional extra-curricular activities for children with special educational needs when needed.

Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of the school's budget which equates to £6,000. Some pupils with SEND may access additional funding.

For those with the most complex needs, additional funding (HLN or High Level Needs) is retained by the local authority. This is accessed through individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

It is the responsibility of the governors, senior leadership team and SENDco to agree how the allocation of resources is used.

Adaptations to the curriculum and learning environment

A graduated approach: 'Every Teacher is a Teacher of SEN'. Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Within lessons, we make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Identification of pupils needs

At St Benedict's Primary School, to aid the Graduated Approach, SEND Support is classified into three categories:

- Universal Support where needs are catered through quality First Teaching
- Targeted SEND Support - If a child continues to make less than expected progress, move to SEND Support.
- Specialist SEND Support - Increased, targeted interventions with support from outside agencies, if appropriate.

Targeted Support

All children's progress, including those children or young people with special educational needs, is tracked using the school's assessment tracking system. Pupils are assessed regularly using teacher marking, observations and questioning as well as more formal assessments, such as curriculum tests and standardised test. In Birmingham, we also have access to the Birmingham Language and Literacy and Maths toolkits which support assessment when a child is making small steps of progress. In addition, for children or young people with special educational



needs we also set individual targets that are reviewed three times a year. This helps the school to monitor how well interventions are working. The progress each child is making is discussed at termly pupil progress meetings.

Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

Once a pupil has been identified as *possibly* having SEN, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

The subject teacher will take steps to provide differentiated learning opportunities that will aid the pupils' academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

The SENDco will be consulted as needed for support and advice and may wish to observe the pupil in class.

Through the above actions it can be determined which level of provision the pupil will need.

If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.

Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.

The pupil is monitored if concern is raised by parent or teacher but this does not automatically place the pupil on the school's SEND register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.

Pupil progress meetings and parents' evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

Where it is determined that a pupil does have SEN, parents will be formally advised of this before inclusion of the individual on the School SEND Register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

In identifying a child as needing SEND support the teacher, working with the SENDco should carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations, and details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information



and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

When it is decided to provide a pupil with SEND support, parents will be informed in writing. Planning will involve consultation between the teacher, SENDco and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDco.

Review

Reviewing pupil progress will be made at least termly. The review process will evaluate the impact and quality of the support and interventions. The SENDco will revise the support and in light of pupil progress and development; making any necessary amendments going forward, in consultation with parents and subject teachers.

Referral for an Education, Health and Care Plan:

If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, teacher, SENDco and external agencies if applicable.

Further information about EHC Plans can found via the SEND Local Offer:

<https://www.localofferbirmingham.co.uk/>



Education, Health and Care Plans (EHC Plan)

Following Statutory Assessment, an EHC Plan will be provided by Birmingham City Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The Annual Personal Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

Access to the curriculum

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school taking into account the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a classroom setting.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school.

Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary.

We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

The school curriculum is regularly reviewed by the Governors and Senior Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom and offsite provision.

The school will seek advice where appropriate around individual pupils from external support services.

Inclusion of pupils with medical needs

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Evaluating the success of provision

Pupil progress will be monitored at least on a termly basis in line with the SEND Code of Practice.



SEND provision and interventions are recorded on an individual provision map and Phase SDPs, which are updated when the intervention is changed.

These interventions are monitored and evaluated termly by the SENDco and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

Complaints procedure

If a parent or carer has any concerns regarding the progress of their child, an appointment can be made by them to speak to a member of the Senior Leadership Team.

Where concerns persist, parents can refer to the Complaints Policy.

In service training (CPD)

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development.

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENDco, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities.

Working in partnerships with parents

St. Benedict's Primary School believes that a close working relationship with parents is vital in order to ensure:

Early and accurate identification and assessment of SEND leading to the correct intervention and provision.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDco may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND link governor may be contacted at any time in relation to SEND matters.

Transition

We aim to make times of transition as easy as possible for the children and young people in our school.

When a child with SEND is starting at our school we:

- Meet with the child and their parents to talk about their needs and answer any questions about our school
- Meet with staff of the child's previous school or setting
- Provide the child with a transition book that has photographs of the key staff and areas around school
- Read reports from people who have worked with the child

- Arrange visits to our school so the child gets to see it before they start properly



- Give any adults working with the child a one page profile or pupil passport describing the things that help to support them in school

When a child with SEND moves to a new year group, we:

- Introduce the child to their new teacher individually
- Provide the child with an updated transition book that has photographs of the key staff and areas around school to look at during the school holidays.
- Talk to the child and their family so we can answer any questions they may have about the new year group
- Give any adults working with the child relevant information describing the things that help to support them in school

When a child with SEND moves to a new school, we:

- Hold a pupil centred review and invite key staff from the new school
- Talk to key staff at the new school about things that help the child to learn well and be happy at school
- Arrange extra visits to the new school with a member of staff from our school if that is what the child wants
- Talk to the child and their family so we can answer any questions they may have about the new school

Links with other agencies

Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENDco is the designated person responsible for liaising with the following:

- Communication and Autism Team (CAT)
- Physical Disability Service (PDSS)
- Educational Psychology Service (EPS)
- Pupil and School Support (PSS)
- Speech and Language Therapy Service (SALT and Chatterboxes)
- Sensory Support Service (SSS)
- Beacon Behaviour Support
- City of Birmingham School

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

Monitoring arrangements

This policy is reviewed every year.

Date Reviewed: 11th November 2021

Next Review: 11th November 2022

Head Teacher: Armine Williams

Chair of Governors: Mohammed Zabar



2017-2020