



Bellfield Infant School

Special Educational Needs and Disability (SEND) Policy

This Policy has been implemented taking into consideration the new Children and Families Act 2014 legislation and subsequent Special Educational Needs and Disabilities 0-25 Code of Practice 2014 and follows guidelines set out in Section 6.

The definition of Special Educational Needs and Disability (SEND) taken from section 20 of the Children and Families Act 2014 is:-

A child or young 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:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or*
- 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*

A child under compulsory school age has special educational needs 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.

From September 2014 schools are required to share their SEND information report with the public. This can be found following the attached link to

<http://www.bellfield-inf.bham.sch.uk/>

Further information regarding the services and provision available to families of children with SEND can be found in the Local Offer provided by Birmingham City Council following the link to

[Birmingham's Local Offer \(SEND\) | Birmingham City Council](#)

Our Vision

we ensure that:

Every child is valued and nurtured in a safe and stimulating environment where they are given the opportunity to enjoy their childhood, develop a love of learning and develop firm foundations that can be built upon in years to come.

**Our mission
is to provide:**

High quality teaching and learning delivered by practitioners who have a clear understanding of the pupil's development needs.

A broad and balanced, appropriate curriculum, providing a differentiated range of learning opportunities, accessible to all.

An ethos which is built on mutual respect, where individualism is nurtured, promoting self esteem.

A stimulating, safe and orderly environment where high quality resources and materials are easily accessible to support learning.

The admission arrangements for pupils with SEND who do not have an Educational Health Care Plan (EHCP) do not differ from the admission criteria for other pupils.

Details of our school's Admission Policy can be found on the local authority website: www.Birmingham City Council – School Admission and Appeals

Early identification and assessment of pupils having special needs should be followed by using the Language & Literacy and Maths Toolkits to support planning and delivery of individual teaching and learning programs (ITPs). Targets are monitored and evaluated to ensure effectiveness enabling all pupils to make progress. To match special educational provision to pupils needs we adopt the graduated approach described in the current Code of Practice.

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 an Educational Health Care Plan (EHCP) and those without.

Identification of pupils needs

Please see definition of Special Educational Needs at the start of this policy.

An early identification of children with SEND follows a graduated approach, including Quality First Teaching:-

- a) All pupils are monitored half termly to maintain rigorous records and data based on the academic achievement in line with predicted performance indicators.
- b) Once a pupil has been identified as falling significantly below these indicators, a Language and Literacy/Maths Continuum will be completed by the Class Teacher to ascertain the specific individual targets to support differentiated Quality First teaching. Parents will be notified of the intent to implement specific intervention to support and monitor the pupil's progression and the Class Teacher will use the Continuum to plan appropriate differentiated teaching and learning.
- c) Children with Continuums will be closely monitored by the SENCo in order to gauge their level of learning and progression against the targets.
- d) The SENCo will be consulted as needed for support and advice and will be happy to facilitate any parent/teacher meetings at the request of the parent or class teacher.

- e) The SENCo will monitor the implementation of differentiated teaching, progress of targets identified and the impact on the pupil's progression.
- f) If a child continues to fall significantly below expected progress, or fails to achieve targets identified on the Continuum, the SENCo will arrange an initial meeting with the Parent and Class Teacher to discuss concerns and identify further support.
- g) Parent Consultation evenings will be used to discuss concerns by parent and/or class teacher and review the Continuum as a form of monitoring and assessing the progress made by the pupil.
- h) The SENCo will be available at all Parent Consultation evenings to speak to parents regarding their children's progress and any other concerns Parents may wish to speak to her about.
- i) Parents can request separate meetings with the SENCo to discuss their child's needs and support.

Special Educational Needs and Disability Support

SEND Register

Where it is determined that a pupil does have SEND, parents will be formally invited to a meeting with the SENCo, to give their thoughts and concerns and ensure parents are fully informed and in agreement of the reasons and decision made to include the pupil on the SEND Register. Class Teachers and/or Teaching Assistants that have been working closely with the pupil will also attend the meeting.

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 will consist of a four-part process; Assess, Plan, Do, Review. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. The cycle enables the identification of interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

Clear analysis of the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparison with peers and national data, as well as the views and experience of parents will be sought. Where relevant, the pupil's views and advice from external support services will also be considered. Any parental concerns will be recorded and used alongside the school's information and assessment data on how the pupil is progressing.

There will be a regular review for children identified on the SEND Register (at least termly), to ensure that support and intervention is matched to the need of the pupil. Monitoring will identify that barriers to learning are identified and being overcome and that the interventions being used are appropriate. Where external support staff are involved their work will help inform the assessment of need and relevant intervention. Where they are not involved, they may be contacted, if this is felt to be appropriate following discussion and agreement from parents. Parents will be asked to sign consent forms to formally record their agreement.

Plan

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustment, intervention and support that is required; the impact on progress, development and or behavior that is expected and a clear date for review. Parental involvement will be sought, where appropriate, to reinforce or contribute to the interventions at home.

All staff working with the pupil will be informed of their individual needs, the support that is provided and any particular teaching strategies/approaches that are used, together with the expected outcomes.

Do

The class teacher **remains responsible** for providing interventions for the pupil on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will plan and assess the interventions (in consultation with the SENCo and Outside Agencies) where necessary, and work closely with teaching assistants to assess the impact of support and interventions.

Review

Reviews of a pupil's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and parents. The Class Teacher, in conjunction with the SENCo will review the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with the parents and, where applicable, pupil.

Educational Health Care Plan

If a pupil has a lifelong disability or significant difficulties, they may be referred for an Educational and Health Care Plan. This will be requested by the school, but can be requested by a Parent if, after discussion with the SENCo and Class Teacher, the Parent feels that this is necessary.

A decision to make a referral for an Educational Health Care Plan will be taken at a Team Around the Child (TAC) meeting attended by all professionals involved with the pupil's welfare. A Request for an Educational Health Care Plan will involve a multi-agency approach to assessing, to identify the appropriate provision and/or resource required, where there is a lack of clarity about the child's needs. .

Application for an EHCP will combine information for a variety of sources including:

Parents

Teachers

SENCo

Health Professionals

Social Care

Other Support Services (Educational Psychologists, Speech and Language Therapists, Physical Support Services, Sensory Support Services, Communications and Autism Team, Pupil and School Support) etc.

Information will be gathered relating to the current provision, and preliminary outcomes of targets will be set. The SENCo will facilitate and complete the relevant request application which will be sent to a Special Educational Needs Review Panel (SENAR). A decision will be made by the Review Panel whether the pupil is eligible for an assessment for EHCP. Parents have the right to appeal against a decision made if they feel it is not in the best interest of their child.

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

<https://www.birmingham.gov.uk/SEND>

Access to the Curriculum

Pupils with SEND will be given access to the curriculum through the SEND provision provided by the school as is necessary, taking into account, as far as possible, the wishes of their parents and the needs of the individual. Every effort is made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. Where it is felt that individual or group teaching is beneficial to the pupil/s, this provision is implemented and may involve children working in small groups with SEND Specialist support.

Inclusion of pupils with SEND

The Head Teacher and SENCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils, including learning outside the classroom.

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

Staff Training

Regular training and learning opportunities for staff on the subject of SEND and SEN Teaching are provided both in schools and externally. Staff members are kept up to date with strategies and approaches to support children with specific needs. Specific training is identified and provided on a needs basis as and when necessary.

The SENCo attends relevant SEND courses; relevant SEND focused external training and signposts training opportunities for all staff.

Working in Partnership

The SENCo builds strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective successful SEND provision within our school.

The School believes that a close working relationship with parents is vital in order to ensure

- a) Early and accurate identification and assessment of SEND leading to appropriate intervention and provision.
- b) Continuing social and academic progress for pupils with SEND
- c) Personal and academic targets are relevant, achievable and effective.

The SENCo may also signpost parents of pupils with SEND to Local Authority Parent Partnership services (SENDIAS) where specific advice, guidance and support may be required.

SENCo Roles and Responsibilities

Mrs. Denise Farrell is the (Special Education Needs Co-ordinator) SENCo. She is responsible for co-ordinating the day-to-day provision of interventions for pupils with SEND.

- The SENCo has weekly non-contact time to oversee the strategic development of the SEND policy and provision in school in order to raise the attainment of these pupils.
- The SENCo will monitor and hold information concerning ITP's at all stages within the graduated approach and for pupils with EHCP's.
- The SENCo will liaise with and advise colleagues, co-ordinate SEND provision and evaluate the impact of interventions.
- The SENCo will liaise and communicate with external agencies and keep colleagues informed of developments.
- The SENCo will liaise with parents of pupils with SEND.
- The SENCo will contribute to staff training.
- The SENCo will liaise with relevant Junior School's regarding the transition of children with SEND. Action will be taken to reduce any anxiety and ensure successful transition. All documentation is passed to the receiving Head teacher.
- The SENCo will contribute to providing reports to the Governing Body.

The Governing Body

Governors, in relation to their duty under legislation, do their best to ensure the necessary provision is made for pupils with SEND.

There is a named Governor, who has specific oversight of the schools arrangements and provision of meeting Special Educational Needs. This Governor visits school on a regular basis, holds termly meetings with the SENCo and has the opportunity to monitor the effectiveness of the policy and provision.

The Pupil Welfare Committee also monitors and evaluates the SEND Policy and SEND provision in school.

A Notional SEND budget is allocated annually by the Formula Budget Determination agreed by the Local Authority (LA).

In addition, a sum agreed by the Governing Body is identified from the School's Budget for the provision of SEND Resources.

Parental Involvement

Strong partnerships with parents play a key role in enabling pupils to achieve their potential.

We regard parents as partners and try to ensure communications are clear, jargon free, positive and supportive. Parents are informed and updated through 1-1 discussions with Class Teachers and meetings with the SENCo when their child is first identified as having SEND. Parent's are invited to give their views and opinions on what would support their child's progress and relevant targets.

Written permission is always sought from the Parents before referring to other agencies.

The Head teacher is available to discuss any matter relating to the welfare of the pupil and we stress that nothing is considered too trivial to be shared.

Written by: D. Farrell

Date updated: June 2018

Ratified by Governors: July 2018

Date to be reviewed: June 2019