



# Special Educational Needs and Disabilities Policy 1.0

*'This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment.'*

The government has reformed the way in which provision and support is made for children and young people with special educational needs and / or disabilities in England.

**More details about the reforms and the SEND Code of Practice can be found on the Department for Education`s website: [www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)**

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and / or disabilities and their families. It describes the services and provision that are available both to those families in Birmingham that have an Education Health and Care Plan and those who do not have a plan but still experience some form of special educational need. The SEND Local Offer includes information and public services across education, health and social care as well as those provided by the private, voluntary and community sectors.

**You can view Birmingham SEND Local Offer website: [www.mycareinbirmingham.org.uk](http://www.mycareinbirmingham.org.uk)**

Stirchley Primary is an inclusive school. It is the philosophy of the school that the special needs provision should include all pupils who have barriers to learning, whatever they are. All pupils who have Special Educational Needs or Disability will benefit from a variety of different levels and styles of support.

In addition, the school believes that all pupils should benefit from the principles stated in the school aims.

**In particular Stirchley Primary believes that all pupils:**

- Have individual educational needs.
- Share the right to a broad and balanced curriculum.
- Have the right to have their Special Educational Needs or Disability met appropriately
- Will have individual targets set to meet their educational needs
- Have the right, either directly or through their parents, to express a preference in relation to their educational needs and provision.

## **Definition of Special Educational Needs ( SEND)**

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:

- Have a significantly greater difficulty in learning than the majority of others of the same age

Or

- 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 and mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definitions above or would do so if special educational provision was not made for them.

## **Special Needs Aims**

At Stirchley Primary we aim to improve the outcome for every child with a Special Educational Need and / or Disability in all areas outlined in the Special Educational needs new Code of Practice 2014.

This will be achieved through achieving the following outcomes:

- Making SEN provision an integral part our School Improvement Plan.
- Enable identified pupils with SEN to reach their full potential.
- Be offered an education, which offers equal opportunities regardless of individual differences.
- Arrange specialised provision and support in year groups to meet the needs of groups with low-level achievement.
- Have access to a broad and balanced curriculum, differentiated according to individual needs.
- Be assessed using suitable materials.
- Be supported with the resources available, provided there is no educational disadvantage to other pupils within the school.

- Ensure that the appropriate staffing and funding is in place for pupils with SEN.
- Have the right, either directly or through their parents, to express a preference in relation to their educational needs and provision.
- Have their needs monitored and evaluated with programmes of work documented and records maintained.
- Have their needs reviewed three times per year.
- Ensure that all governors, particularly the SEND Governor/Trustee, are up to date and knowledgeable about the school' s SEND provision.
- Full Governing Body involvement in the future development and monitoring of this policy.
- Developing a complementary and consistent Disability Equality scheme that reflects the legal duty of the Governing Body to promote equality of opportunity between disabled people and other people.

### **Roles and Responsibilities**

The Head teacher, Special Educational Needs and Disability Coordinator and the school' s leadership team has responsibility to ensure the implementation of the Special Needs and Disability Policy.

### **The Governing Body**

The Governing Body in cooperation with the Head Teacher:

- Will do their best to secure that the necessary provision is made for all pupils.
- Will secure that the SENDCO has been informed by the LA that a child has a special educational need or disability, that this need is shared with all those who teach him or her.
- Will secure that all teachers and learning support staff are aware of the importance of identifying and providing for pupils with a Special Educational Need or Disability.
- Will report annually to parents on the schools policy for Special Educational Needs.
- Will have regard to the Code of Practice 2014 when carrying out their duties toward all pupils with a Special Educational Need or Disability.

The Governing Body will appoint a Governor/Trustee to take particular interest in the school' s work on inclusion.

### **The SENDCO and the Staff**

The SENDCO working closely with the rest of the staff will share responsibility for:

- The day to day operation of the SEND Policy.
- Liaising with parents.

### **The SENDCO will have responsibility for:**

- Sharing information related to SEND with the Head Teacher and the leadership team.
- Coordinating and action planning provision for pupils with a Special Educational Need or Disability.
- Monitoring and evaluating provision for pupils with a Special Educational Need or Disability.
- Liaising with and advising teaching and TA (support ) staff.
- Maintaining and overseeing records on all pupils with a Special Educational Need or Disability.
- Contributing to the in-service training of staff.
- Liaising with external agencies.
- Making any referrals for an Education Health and Care Plan for pupils who have life-long or significant difficulties.
- Informing Governors/Trustees of SEND developments through planned agenda meetings.

### **Teaching and Support Staff**

All teachers and learning support staff will be fully aware of schools procedures for identifying, assessing and making provision for Special Educational Needs at Evolve Education Trust.

### **Admission Arrangements**

Admission to Stirchley Primary will be in accordance with the school' s agreed Admissions policy. No child will be refused or given lower priority than other applicants in the event of over subscription, on the grounds of his or her ability.

### **Provision**

All pupils will have access to a broad and balanced curriculum, including National Curriculum 2014, differentiated according to individual needs. Stirchley Primary believes the Special Needs and Disability Provision should meet the needs of the individual child.

Work will take place both within the classroom or grouping structure and through withdrawal groups or individual withdrawal for specific interventions. The specific interventions in place are led by experienced staff to meet the specific needs of pupils.

- Pupils requiring additional provision are identified through pupil progress meetings, A2E Birmingham Language and Literacy Toolkit, A2E Birmingham Maths Framework, SEND reviews, recommendations made by outside agencies and medical reports.

### **Monitoring**

The monitoring will consider whether the SEND policy is being implemented successfully and whether the provision offered in school is having an impact on all pupils.

Outcomes related to provision and individual pupil progress data will be reviewed three times during the year and will be discussed at pupil progress meetings.

### **Ethos**

We aim to provide:

- An education which is fully inclusive for all our pupils. We believe that every child matters in every way and we aim to meet their needs using the skills we have at our school and by engaging with other agencies to enhance the educational experiences of all our children.
- A respectful, caring and understanding environment where everyone's point of view is taken into consideration when decisions are made.
- Challenging yet achievable goals that are worked towards through exciting and enjoyable experiences which inspire a love of learning.
- Opportunities to experience the world outside of the immediate community and raise aspirations.

### **Resources**

The Governing Body and the Head Teacher will ensure that adequate resources are set aside from the total budget allocation for Stirchley Primary Special Needs and Disability Policy to be implemented within the financial constraints dictated by Evolve Education Trust. All regulations, Codes of Practice and Standards will be complied with as necessary.

## **Curriculum**

At Evolve Education Trust, pupils will:

- Be offered an education, which offers equal opportunities regardless of individual differences.
- Have access to a broad and balanced curriculum, differentiated according to individual needs.

## **Outside agencies**

Evolve Education Trust works closely with outside agencies.

- Support services and outside agencies are used as a means of advising, informing, liaising and extending expertise.
- Liaison with outside agencies is coordinated by the SENDCO.

## **Parents**

Parents will be informed and supported by:

- Regular parents' meetings
- Letters sent home to share individualised support and intervention programmes children can expect to receive on a termly basis.
- Availability of both SENDCO and Learning Mentor to support and advise parents.
- Access to outside agency individuals to support, guide and advise e.g. CAT (Communication Autism Team) and PSS (Pupil and School Support).

## **Transition Arrangements**

- All information concerning a child's attainment will be made available to a receiving school.
- Additional links will be made with secondary schools for pupils with additional needs and Education Health and Care Plans as appropriate.

Written by Victoria Priddon (SENDCO) November 2017

To Be Reviewed: \_\_\_\_\_