

We are resilient.

We persevere.

We are kind and polite.

We show mutual respect.



We are a family.

## **SEND POLICY 2018 – 2019**

*Shirestone Academy is an average sized primary school in the heart of Shard End, Birmingham. We were granted Academy Status in November 2012 and are proud to be part of The Elliot Foundation. The following document details our policy and practices regarding Special Educational Needs and Disability (SEND), as well as the SEN information report for the 2018 – 2019 academic cycle. This policy is reviewed annually by both staff and governors.*

### **Our SEN Aims at Shirestone Academy**

*We strive*

- To ensure the needs of all SEN pupils are met through a positive culture, good management and appropriate deployment of resources
- To ensure that all pupils with Special Educational Needs are enabled to reach their full potential, taking into account targets based on prior attainment and teacher assessment
- To ensure that all pupils are enabled to enjoy their time at Shirestone Academy
- To identify any pupil's SEN as early as possible in order to put in place appropriate interventions and resources
- To enable full participation alongside other pupils where practicable to the taught curriculum and the 'non-taught' curriculum
- To ensure that SEN pupils, where there may be a vulnerability, are kept safe at all times within the academy environment, and are enabled to integrate as fully as possible with the academy population and have equal opportunity in academy
- To correspond to all SEN requirements and provisions contained in the SEN Code of Practice 2015.
- To access and utilise all available Local Authority resources, training opportunities and funding in order to provide up to date and appropriate resources.

### **Shirestone Academy's Vision**

We aim to become a centre of excellence in Tile Cross where all the children will have the highest expectations of themselves, both in their work, achievements and behaviour. This will be reflected in the in the commitment of staff, governors and parents who work with the pupils and in school to achieve its aims.

We will continue to improve our environment internally and externally so that we reflect the pride, which we have in our school and the value we place on ourselves.

The Academy will continue to develop its links with the local community and the city. We will take advantage of all the facilities and opportunities that our thriving city offers. We positively encourage visitors because we are proud of our achievements and of our school.

That our Parents support us in all that we do because they believe in the fairness and listening ethos that the school is creating.

Our Academy will continue to improve because we have a commitment to hard work and we believe that everything is possible.

## **What is SEND?**

At Shirestone Academy, we use the definition for SEN and for disability from the SEND Code of Practice (2015). This states that:

### **SEN:**

A child or young person 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. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. 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 setting in England.

### **Disability:**

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions.

## **Implementation of the Policy:**

The overall aim of this policy is to improve the outcomes for every child with SEND in all areas as identified within the Special Educational Needs Code of Practice. This will be achieved by these (specific) outcomes:

- Including SEN as a focus of the Academy Improvement Plan.
- Enabling identified pupils with SEND to reach and fulfil their potential.
- Enabling successful transition of SEND pupils from their previous educational setting to Shirestone Academy, or from the academy or their future school or educational placement.
- Removing barriers to achievement and offering alternative / personalised curriculum within all key stages in order to meet the needs of the individual.
- Enabling all students, including those with SEND, to engage with activities within and out of school (i.e. trips and after school clubs).
- Ensuring personalised quality first teaching strategies take place throughout the academy.
- Ensuring up to date continuous professional development for all staff throughout academy related to SEND.
- Carrying out regular monitoring of progress and development of all pupils throughout the academy.
- Completing the graduated approach to support and intervention.
- Ensuring that appropriate staffing and funding are in place for all pupils, regardless of ability or need.
- Ensuring that all governors, particularly the SEND governor, are up to date and knowledgeable about the school’s SEND provision and inclusion strategies.
- Involving the Academy Improvement Committee and Local Governing Body in the future development and monitoring of this policy.

## **Provision for SEND:**

Provision for students with SEND is a whole school matter. In line with the new Special Educational Needs Code of Practice (2014), Shirestone Academy will:

- Identify and address the SEN needs of pupils we support.
- Use our best endeavours to ensure that a child with SEND receives the support that they require.
- Ensure that all students with SEND are offered and access a broad, balanced and appropriate mainstream curriculum that sets high expectations for all learners, whatever their prior attainment.

- Provide for the individual needs of all students with SEN and ensure their progress in mainstream education, alongside students who do not have SEND, in order to maximise their achievement.
- Ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed.
- Carry out a person-centred model of review, ensuring that the views, feelings and wishes of the learner and parents are taken into account.
- Collaborate and build effective partnerships with parents, enabling them to take an active role, be empowered, informed and contribute to their child's education.
- Designate a teacher responsible for the co-ordination of SEND provision (SENDCo)

The new Code of Practice (2015) provides an overview of the range of needs, which is divided into 4 broad areas. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and / or Physical Needs.

### **Principles of the SEN Code of Practice.**

The following points are taken from the SEN Code of Practice 2015. Local Authorities have clear guidelines set out in Section 19 of the Children and Families Act 2014 in how they work with children with a disability of Special Educational Need.

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

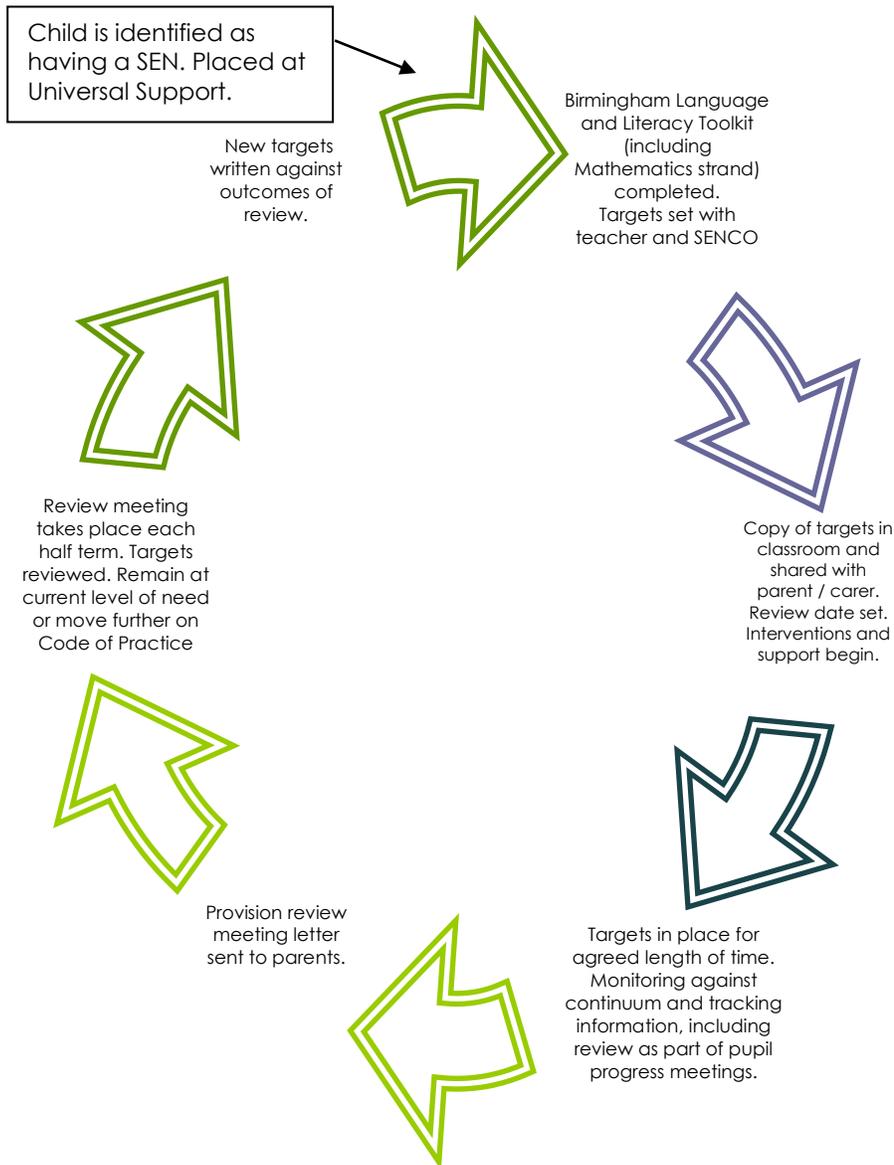
### **Admission Arrangements**

At the present moment, to apply for a place in our Reception class, you should fill in a form online and the Local Authority will allocate the places. If you wish to apply for a place during the school year then you should contact the school office. At this point you will be asked to fill in a form and this will be sent to the Local Authority Admissions who will advise the school about their waiting list. You will then be contacted in due course according to place on waiting list and when spaces become available.

### **Identification and the Process of SEN**

The purpose of identification is to identify actions and strategies that need to be undertaken in order to support students in mainstream education. It is not to group or 'place' students into specific categories. Pupils are identified when the progress of learning is not expected and they are working behind Age Related Expectations. After high quality first teaching has taken place for a term, interventions to support any weaknesses should then be implemented in order for the child to make accelerated progress. Should this not occur, the SENCO will be informed and begin work with the child to observe and if necessary put in place targets to support their learning. These targets are reviewed every half term with the SENCO, class teacher or teaching assistant, child and Parents or Carers are invited to attend to discuss and celebrate the hard work that their child has been doing.

The following chart represents the process that we go through each half term to ensure that the most appropriate support is in place to support the child's learning.



## **Education Health Care Plans**

At Shirestone Academy, we strive to achieve the potential of every student within our care, however should the progress not be as expected, despite taking purposeful action to identify, assess and meet the Special Educational Need of the child then consideration for an EHC assessment should be requested.

Birmingham City Council look at the following criteria when deciding whether a child requires a statutory assessment for an EHC.

1. *The child or young person:*
  - (a) *has severe or complex long term needs that affect their everyday life;*
  - (b) *requires provision and resources that are not normally available within a mainstream educational setting;*
  - (c) *requires intensive help and support from more than one agency; and*
  - (d) *despite relevant and purposeful levels of support being provided by their educational establishment, they are making limited or no progress;*

## **AND**

1. *In the case of:*

- (a) *an EHC assessment: it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan; or*
- (b) *an EHC plan: it is necessary for special educational provision to be made for a child or young person in accordance with an EHC plan.*

*In order that the Local Authority has the information it needs to decide if these criteria are satisfied, it would expect to see proof of:*

- *the action taken by a child or young person's school, where they are of statutory school age, including evidence that appropriate interventions, support and resources, which are available through the Local Offer and school's SEN funding, have already been put in place, including the Assess/Plan/Do/Review cycles;*
- *the child or young person's failure to make expected progress; and*
- *the special educational provision required to meet the child or young person's needs cannot reasonably be provided from with the resources normally available to their setting.*

## **Children with Medical Conditions**

At Shirestone Academy, we work closely with Parents and Carers to ensure that any medical need is properly supported so that they can enjoy the full curriculum and access to all activities as a child without a medical condition, in line with the guidance from the Government: Supporting pupils at school with medical conditions (2014). Any complex medical condition is reviewed at the same time Learning Support Plans, where Parents and Carers are invited into school to meet with the SENCO and class teacher to update on any change to medication or anything new that may have been noticed. New targets are then proposed to ensure the health and well-being of the child within school. We encourage Parents and Carers to keep us informed of any changes that may occur between these reviews.

## **Roles and Responsibilities:**

- Teachers are responsible for the progress made for ALL children in their class INCLUDING children with SEN.
- All teaching assistants who are class based are required to support children with SEN and EAL through interventions such as pre tutoring, one to one support as well as small group support. Teaching Assistants also lead in different areas. At Shirestone Academy, we have a Speech and Language lead and a Lead Practitioner for Autism.
- SENCO (Mrs C. Ballinger QTS, SENCO Award in training) who can be contacted on 0121 675 4686) is responsible for ensuring that the daily implementation of the SEN policy and the specific provisions made to support pupils with SEN including those with Education Health Care Plans occurs. The SENCO works closely with Outside Agencies and is a key point of contact for Parents and Carers.
- All timetables of support from teaching assistants should be handed to the SENCO after updating.
- The SEN Governor (Miss C Tunley) at Shirestone Academy helps to raise awareness of SEN issues at governing body meetings and gives up-to-date information on the quality and effectiveness of SEN and disability provision within school to the Governing Body.
- The Designated Safeguarding Lead (Mrs A. Jones) is responsible for managing any referrals regarding safeguarding and child protection.

## **Staffing and Professional Development:**

The academy's Senior Leadership Team will take active steps to ensure that staff are aware of and adheres to the aims and stated outcomes of this policy. This will be reflected in the framework of CPD and staff training.

## **Outside Agencies**

Shirestone Academy works alongside a variety of different Outside Agencies to ensure that the right support is given for the needs of our children. We are able to call on the expertise of staff from the Communication and Autism Team, Pupil and School Support, Speech and Language service BCHC+, Educational Psychologists and Music Therapy. We meet regularly with our contacts from each service to ensure that needs continue to be met. Parents are informed if we think that an Outside Agency can help to support their child and consent for this to occur is sought.

## **Complaints**

Unfortunately there may be a time when you are unhappy with how we are working with your child in school. Please, in the first instance, direct these comments to your child's class teacher. If you are still unhappy then please ask to make an appointment with Mrs Ballinger, the SENCO. If after this you are not satisfied with the outcome then please put your complaint in writing within 10 days of the informal meeting, and give to Mr Bashir, our Principal. You can expect a reply to this complaint within 10 days of our Principal receiving the letter. The final stage of a complaint, if not resolved by this point, should be in writing to the Chair of Governors detailing the complaint and stating why you are not satisfied with how the complaint has been dealt with to this point. Further information regarding complaints can be found on the school website at <http://www.shirestn.bham.sch.uk/school-complaints-procedure>

This policy will be reviewed by the Inclusion team, in conjunction with the Principal and Academy Improvement Committee, as part of the academy's review cycle.