



SEND Policy and Information Report 2018-19

Short Heath Federation

*Lane Head Nursery School, Rosedale CE Infant School
and Short Heath Junior school*

Our Vision

*“To uphold and promote our **Christian values** by creating a **welcoming, vibrant, happy** school where the **wellbeing** of our children and families are placed at the **heart** of everything we do.*

*Through **fun, creative** teaching, we aim to actively **engage, inspire** and enable our children to **flourish and succeed**, having discovered a real **love for one another, for life and for learning.**”*

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

The aims of our policy and practice in relation to special educational need and disability across Short Heath Federation are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. **Communication and interaction,**
 2. **Cognition and learning,**
 3. **Social, mental and emotional health,**
 4. **Sensory/physical.**
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.

- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2. Legislation and guidance

This policy and information report 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, SEN coordinators (SENCOs) and the SEN information report

3. 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 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 *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 such as asthma, diabetes, epilepsy, and cancer..*

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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO for Short Heath Federation is Mrs Sally Kruczek

The SENCO will:

- Work with Heads of School, Executive 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with Heads of School Executive Headteacher and governing board 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

4.2 The named SEND governor for Short Heath Federation is Mrs Lesley Foster

The SEND 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

4.3 The Heads of School and Executive Headteacher

The Executive Headteacher, Mrs Cathy Draper, will:

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

Heads of School are:

Lane Head Nursery: Mrs Deb Walton

Rosedale CE Infant: Mrs Vicki Stephen

Short Heath Junior: Miss Sarah Harris

4.4 The Head of Nurture Guidance and Support is Mrs Vicki Stephen

The Head of Nurture, Guidance and Support will:

- Liaise with all of the above named people in each school within the federation, to determine the strategic development of the SEN policy and provision
- Ensure that there is a coherent, carefully planned federation approach to addressing the needs of all children with SEN and/or a disability
- Co-ordinate a multi-disciplined team approach to include: safeguarding, therapeutic services, behaviour support and other interventions in order to best meet the needs of SEN children,

4.5 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

5. SENDInformation Report

5.1 The kinds of SEN that are provided for

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

Our school currently provides additional and/or different provision for a range of needs, including

- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress. This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We know a pupil needs additional support if:

- Concerns are raised by parents/carers, external agencies, teachers, the child's previous school, regarding levels of progress or inclusion
- A child has already been identified with a special educational need or disability before they start in our schools: we liaise closely with previous settings and external services who already know them
- Assessments, such as that completed on entry or as a result of a concern being raised, indicate gaps in knowledge and/or skills.
- School tracking of attainment outcomes indicates lack of expected rate of progress. Attainment gap widens.
- A change in a child's behaviour
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need.

If school is concerned about a child their parents/carers will be contacted and a meeting arranged.

- Parents/carers will be informed of any support we are giving a child and their advice will be sought. We believe that working in partnership with parents/carers is the best way to support a child.
- All children will be provided with quality first teaching that is differentiated to meet the needs of all learners.
- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:
 1. Classroom observation by the senior leadership team, the SENCo, and any external verifiers
 2. Ongoing assessment of progress made by children with SEND
 3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need
 4. Pupil progress meetings including the SENCo to provide advice and guidance on meeting the needs of children with SEND
 5. Pupil and parent feedback on the quality and effectiveness of interventions provided,
 6. Attendance and behaviour records.
- Children with a disability will be provided with reasonable adjustments (such as equipment and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- Children at Rosedale and Short Heath schools have individual national curriculum/EYFS targets set in line with national outcomes to ensure high aspirations. Children at Lane Head Nursery are tracked in line with the Early Years Foundation Stage Curriculum. Parents are informed of these via the reporting system and also at events such as Parents' Evenings (Keeping in Touch meetings).
- Attainment is tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These children are then discussed in half termly pupil progress meetings that are undertaken between the group leader/ teacher and a member of the Senior Leadership team.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required to support increased rates of progress, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainment.
- Action relating to SEN support will follow an assess, plan, do and review model as outlined below.

5.3 Consulting and involving pupils and parents

- Parent/Carer meetings with a child's group leader/class teacher are held each term.

- Review meetings are held termly to discuss progress made towards identified expected outcomes and to set new targets. For younger children this may occur more frequently. For children on an EHCP or statement, an annual review will be held with parents and other professionals involved with the child..
- When appropriate to need, parents may also find a home-school diary a useful tool to use to communicate with school staff on a more regular basis.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the group leader/ teacher, the SENCo, or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the individual school offices who will arrange this appointment for you. The contact numbers are:
 - Lane Head Nursery 01902 368940
 - Rosedale Infant School 01902 368910
 - Short Heath Junior School 01902 368499

How will parents be helped to support their child's learning?

- We have an open door approach which welcomes the involvement of parents/carers whenever they have a question or concern.
- Group leaders/ class teachers or the SENCo may initially suggest ways of supporting your child's learning and development at home.
- At times we seek advice and support from outside agencies and parent/carer permission will always be sought for this involvement. If suggestions and programmes are provided we will share these with parents/carers.
- When identifying whether a child may need special educational provision, we will have an early discussion with the pupil and their parents.
- Notes of these early discussions will be added to the pupil's record and given to their parents.
- We will formally notify parents if/when it is decided that a pupil will receive SEN support and arrange a formal meeting.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
 - We take into account the parents' concerns
 - Everyone understands the agreed outcomes sought for the child
 - Everyone is clear on what the next steps are
- The Short Heath Federation website can be found at www.shorthheathfederation.org.uk and includes a link to 'itslearning'. Our school Local Offers can also be located on here.
 - The school also organises a number of parent workshops during the year. These are advertised in the school newsletters and aim to provide useful opportunities for parents to learn more about how to support their child's learning.

- If parents/carers have additional ideas on areas of support they would like to access, in order to further support their child's learning, they are welcome to contact their child's group leader/class teacher or Mrs Kruczek.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant action relating to SEN support will follow an assess, plan, do and review model:

Assess: Data on the child held by the school will be collated by the class teacher with advice from the SENCo in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

Plan: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents/carers and the child will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCo.

Do: SEN support will be recorded on a support plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents/carers and child will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the child.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Our approach to teaching pupils with SEN

How will the curriculum be matched to each child's needs?

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.

Teachers plan using children's achievement levels. The class teacher has responsibility for differentiating the curriculum to enable all children to access it and to ensure progress

- When a child has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the group leader/ class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCo) and/or external specialists.
- In addition if it is considered appropriate, children may be provided with specialised equipment or resources and/or additional adult help. All actions taken by the group leader/ class teacher will be recorded and shared with parents.
- An individual SEN learning support plan will identify expected outcomes specific to the child's needs.
- Specialist equipment may be used, for example, posture packs, enhanced laptops, pen, pencil and modified rulers, writing slopes, step stools.
- Additional interventions may be provided depending upon the type and nature of the Special Educational Need, These include speech and language interventions, pragmatics, reading, phonics, spelling and maths interventions. A dedicated Nurture Group at Rosedale and Short Heath may also be utilised to meet social and emotional needs.

Adaptations to the curriculum and learning environment

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.
- Modifying the environment and providing individual workspaces when required

5.6 Additional support for learning

We have teaching assistants who are trained to deliver a range of evidence based interventions. TAS are appointed to support children according to their level of need. This may include 1:1, small group and/or classroom support. We work with the following agencies to provide support for pupils with SEN:

5.7 Expertise and training of staff

Our SENCO has ten years' experience in this role and is now non-class based, working across all three schools. We have a team of teaching assistants in each school, who are trained to deliver SEN provision. In the last two years school staff have received a range of training at different levels

Class teachers/TAs

- Quality First teaching including differentiation and support for working memory, ADHD inclusion, dyslexia, autism, communication difficulties, literacy inclusion, mathematics inclusion, assessment, behaviour
- TA toolkit for quality support
- Supporting pupils with dyslexia and literacy difficulties.
- Autism awareness
- Identifying and supporting children with speech, language and communication difficulties
- SMART targets refresher
- Colourful semantics
- Nurture Group training
- Attachment and Trauma
- Mindfulness

Enhanced training for key staff:

- Precision teaching
- Makaton
- Hearing Impairment

- Visual Impairment
- Building resilient children
- Specific physiotherapy programmes
- Team Teach
- Attachment and trauma disorder
- Emotional Health and Wellbeing Toolkit
- Walsall SENCo Forum (SENCO)
- Rushall SENCo Update/Development (SENCo)
- WellComm Language screen
- BRP
- Specific Nurture Group training
- The school has regular visits from SEN specialist teachers and the Behaviour Support Team who provide advice to staff support the success and progress of individual pupils.
- The NHS Speech Language Therapist visits to assess and plan support for targeted pupils. These programmes are then delivered by a trained Teaching Assistant.
- The Governor with specific responsibility for SEN has completed the SEN Governor training.

5.8 Support for improving social and emotional development

The social and emotional development of all children is very high on each school's agenda and is prioritised for the wellbeing and good mental health of children with special educational needs.

We provide support for pupils to improve their emotional and social development in the following ways:

- Nurturing principles underpin whole school approaches to teaching, learning and behaviour support
- Universal access to a carefully planned whole school approach to social and emotional areas of learning

- A Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- A dedicated Nurture, Guidance and Support team who support children and families across the federation with social and emotional needs
- A graduated approach to supporting children with social, emotional and mental health needs ensuring they get the right level of support at the right time
- Access to a dedicated nurture group with a focus upon social and emotional needs
- Access to a menu of therapeutic services including talking therapies and play therapy
- Early years – universal screening and monitoring of well-being and involvement
- Behaviour Support strategies that recognise and support neurodiversity
- Use of Zones of Regulation to support children to connect emotions with behaviour and to teach self regulation strategies
- Opportunities for Pupil Voice at all schools
- A buddy system at Rosedale and Short Heath at lunchtimes to offer peer support

5.9 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. No pupil is ever excluded from taking part in these activities because of their SEN or disability. Risk assessments are carried out and procedures are put in place for out of school activities.

- All pupils are encouraged to go on our residential trips, for example to Conover when at Short Heath.
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity. A parent or carer may be invited to join us.
- Social groups are in place during some lunchtime sessions where children can join in games with their peers supported by an adult.
- Fully inclusive after school clubs run by class teachers
- Wraparound care is available at all three schools

The following adaptations have been made:

- Disabled parking spots marked and located close to the school reception.
- Disabled toilets
- Contrasting edges/surfaces/appropriate lighting for children with a visual impairment
- Flat or ramp access to various parts of the building, including hand rails where required
- Hearing loop system at Lane Head and Rosedale

- Nurture Rooms at Rosedale and Short Heath to improve inclusion in the mainstream classrooms for vulnerable pupils
- Calm rooms at Rosedale and Short Heath
- A sensory room at Lane Head
- A medical room in order to enable a safe place for treatment

Our Accessibility Plan describes the actions the schools have taken to increase access to the environment, the curriculum and to printed information. If you have identified an area of our schools that you feel requires adaptations to enable easier access, please contact the school office.

Pupils with medical needs (Statutory duty under the Children and Families Act)

- Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school parents, healthcare professionals and if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medications, will complete appropriate training
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and identified in the School Medicine Policy

5.10 Supporting transition

Lane Head Nursery:

- In most cases where a child's special educational need and/or disability has been recognised in a previous setting, a transition meeting with parents, staff from both settings (including the SENCo) and any other professionals involved would be held during the term before the child transferred to nursery. Additional visits are arranged for parents and children prior to entry.
- Home visits are offered to all families as an opportunity to meet the child's group leader, our FSA and, if appropriate, an allocated support person in their familiar environment
- Welcome induction sessions are held for all children and parents. A meeting for parents is led by the Head of School
- If children are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.
- Parent questionnaires provide feedback on children's transition into Lane Head
- A transition review will be held in the term before a child moves to a new Infant/Primary school to ensure a smooth transfer of information and to alleviate concerns that a parent/carer may have.

- A member of staff from Lane Head transfers with the children to Rosedale Infant school for a period of time during the Autumn term to ensure a smooth transition for children and families.

Rosedale CE Infant School:

- A planned induction programme is delivered during the Summer term to support transfer for children starting school in September including parent information meetings and visits for the child to meet key staff and become familiar with the new environment.
- A transition review meeting for children with SEND is held in the summer term before starting in reception, with parents, staff from both settings and other professionals who work with the child.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry. Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- Children who need a planned transition from one year group to another are fully supported.
- A planned induction programme is delivered during the Summer term to support transfer for year 2 children starting Junior school in September. This includes parent information meetings and visits for the child to meet key staff and become familiar with the new environment. If children are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Short Heath Junior School

- A planned induction programme is delivered during the Summer term to support transfer for all children starting year 3 in September. This includes parent information meetings and visits for the child to meet key staff and become familiar with the new environment. Children meet their new teacher and classroom.
- A transition review meeting in the summer term prior to year 3 is arranged as appropriate to need for children with SEND. The meeting includes parents, staff from both settings and other professionals who may work with the child. The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- Planned staff meetings are held during the Summer term to enable a smooth transition of information between year groups.
- Children who need a planned transition from one year group to another are fully supported.

- If children are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to secondary school

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.
- The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, SENCos from both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.
- We will share information with the school or other setting the pupil is moving to and discuss this with parents.

5.11 Securing equipment and facilities

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- 3 For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the LEA High Needs SEN Funding allocation. This funding is then used to provide the equipment and facilities to support children with special educational needs and disabilities. Through support that might include:

- ✓ Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible soft and hardware, different recording strategies, additional time etc)
- ✓ In class adult or peer support aimed at increasing skills in specific areas of need/weakness (learning behaviours, organisation)
- ✓ Out of class support (relationship building, social, emotional skill development)
- ✓ Small group or individual tuition to enable catch up (subject or targeted at emotional needs etc)
- ✓ Provision of specialist resources or equipment
- ✓ Partnership working with other settings (shared resources, shared expertise, support from local special school on action to improve inclusion)
- ✓ Access to targeted before/after school clubs (breakfast, homework, clubs targeted at increasing resilience)
- ✓ Access to wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
- ✓ Access to support from in-school sources, e.g. learning mentors (peer or adult) or from charities and community sources.
- ✓ Implementation of strategies from support agencies e.g. Behaviour Support

For pupils with SEN but without a statement of educational need/EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, class teacher and parent who will follow guidance provided by the Governing Body regarding SEN Funding deployment.

For pupils with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review. Parents/carers will be informed if they are eligible for a personal budget.

5.12 Working with other agencies

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

- Rushall Inclusion and Advisory Team (Our federation has bought in support for 2017-19)
- Educational Psychologist (Our federation has a named Educational Psychologist)
- Walsall Early Years SEN team
- Visual Impairment Team

- Hearing Impairment Team
- Walsall Speech and Language Therapy Service (Our federation has bought in additional support for 2018-19)
- Integrated Behaviour Support
- Specialists in other schools - outreach
- School Nursing Service/Health Visitor Team/Paediatrician
- SEN Team
- CAMHS (Child and Adolescent Mental Health Service)
- Virtual School for Looked After Children
- Specialists in other schools e.g. teaching schools, special schools, outreach
- Social Services
- Health partners such as Health Visitors, School Nursing Service and Child & Adolescent Mental Health Service
- In addition the schools will involve external agencies as appropriate including health and social services and also community and voluntary organisations.

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. Please see Walsall Local Offer information <http://www.mywalsall.org/walsall-send-local-offer/>

5.13 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of specific interventions each half term
- Using pupil questionnaires
- Monitoring by the SENCO and Senior Leadership Team
- Monitoring provision planning

- Holding annual reviews for pupils with EHC plans

5.14 Contact details of support services for parents of pupils with SEN

The Information, Advice and Support service offers independent advice and support to parents and carers of all children and young people with SEND. The Walsall branch can be contacted by phone on 01922 650330 or by email at iassend@walsall.gov.uk

The service will provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process. A FAQ factsheet on Independent Supporters is located here:

<http://preview.tinyurl.com/ox2q3cv>

- <http://preview.tinyurl.com/qx5a8vq>
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <http://preview.tinyurl.com/ovg4so3>
- Walsall Children and young people's service directory <http://preview.tinyurl.com/p4b7zst>

5.15 Contact details for raising concerns in school

If you wish to discuss your child's special educational needs please contact the following:

- Your child's class teacher,
- The SENCo Mrs Sally Kruczek
- Head of School
Lane Head Nursery: Mrs Deb Walton (01902 368940)
Rosedale: Mrs Vicki Stephen (01902 368910)
Short Heath Junior: Miss Sarah Harris (01902 368499)

5.16 Complaints about SEN provision

- Complaints about SEN provision in our school should be made to the Head of School in the first instance. They will then be referred to the school's complaints policy.
- Parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:
- Exclusions

- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <http://preview.tinyurl.com/qx5a8vq>

5.17 The Local offer

Short Heath Federation's Local Offer can be found here:

Short Heath Junior: www.short-heath.walsall.sch.uk

Rosedale Infant: www.rosedale.walsall.sch.uk

Lane Head Nursery: www.lane-head.walsall.sch.uk

The Walsall Local Offer can be found here <http://www.mywalsall.org/walsall-send-local-offer/>

6. Monitoring arrangements

This policy and information report will be reviewed annually by Mrs Sally Kruczek. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- SEND Local Offer
- Accessibility plan
- Behaviour support policy and guidelines
- Nurture Policy (coming soon)
- Equality information and objectives
- Supporting pupils with medical conditions

Approved by:

Date:

Last reviewed on:

Next review due by: