

SEND Policy



Approved by SLT:

Date: Feb 2021

Next Review:

Date: Feb 2022

Special Educational Needs Policy

Introduction

Jervoise School complies with the “Special Educational Needs and Disability Code of Practice: 0 to 25 years” June 2014 (updated May 2015).

Our policy outlined below shows the action we take to provide a secure and positive environment for students with SEND, in which all can achieve well and be successful.

Our policy describes the responsibilities of our staff and the partnership we seek to establish with parents in providing a positive transition to secondary education and a successful school experience for children with SEND, whether or not they have an Educational Health and Care Plan (EHCP)

Legislation and guidance

This policy and information report is based on the statutory

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> (Special Educational Needs and Disability (SEND) Code of Practice and the following legislation):

- Part 3 of the Children and Families Act 2014, <http://www.legislation.gov.uk/ukpga/2014/6/part/3/enacted> which sets out schools’ responsibilities for children with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, <http://www.legislation.gov.uk/uksi/2014/1530/contents/made> which set out schools’ responsibilities for education, health and care (EHCP) plans, SEN co-ordinators (SENCOs) and the SEN information report
- Supporting pupils at school with medical conditions https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf (DfE, 2015)

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they

have a significantly greater difficulty in learning than the majority of children of the same age; or

- a) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority
- b) are under compulsory school age and fall within the definition at (a) or (b) above, or would so do if special educational provision was not made for them.

Information about Jervoise School SEND provision

School Aims

- To provide equal opportunities for all
- To remove barriers to achievement
- To make teaching and learning responsive to the diverse needs of the children
- To raise the aspirations of, and expectations for, all children with SEND
- To encourage all children to achieve their full potential.
- To focus on outcomes for children with SEND.
- To seek the views of children with SEND
- To form close links with parents/carers
- To reinforce that SEND is a whole school priority and that all teachers are teachers of children with SEND.

Roles and Responsibility

Responsibility for co-ordinating the day-to-day provision of education for pupils with special educational needs

The school's SEND Coordinator (SENDCo) Mrs Jane Barrow is responsible for co-ordinating the day-to-day provision of education for pupils with special educational needs. She gained the National Award for Special Educational Needs Coordination at Birmingham University in 2015.

Arrangements for co-ordinating the day-to-day provision of education for pupils with special educational needs at the school.

The SENCO has the following responsibilities:

- To establish an individual SEND record or profile for pupils with SEND
- To maintain and oversee all records for pupils with SEND
- To liaise with other staff about pupils' SEND
- To advise staff on strategies for meeting pupils' SEND
- To manage teaching assistants
- To liaise with parents of pupils with SEND
- To liaise with outside agencies such as LA support and educational psychology services, health and social services and voluntary bodies
- To establish effective communication and reporting systems with Executive Head, Head of School and Teachers, to ensure that all information about students with SEND is up to date and recorded and that appropriate action is taken where required.
- Develop appropriate training for all staff so that they are all familiar with existing practices and new developments within SEND legislation
- Maintain effective links with local primary schools and external agencies

Please refer to <https://drbignitemat.org/wp-content/uploads/PDF/Policies/SEND%20Policy.pdf> for how Jervoise School is monitored and challenged on their SEN provision.

Class Teachers

Each class teacher is responsible for:

- The progress and development of every child 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 SENDCo to review each child's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Identifying child with SEND and assessing their needs

Our school system for regularly observing, assessing and recording the progress of all children are used to identify children who are not making satisfactory progress and who may have additional needs. All children new to school are assessed to establish their current level of need. We also take account of information provided by:

- Baseline assessment results
- Progress measured against the objectives in the National Curriculum
- Use of the Birmingham SEN Toolkit
- Standardised screening and assessment tools.
- Observations of behavioural, social and emotional development.
- Assessments made by our inclusion partners, outside agencies and support services.
- Records from previous schools.
- Parents and Carers.
- Spelling of common exception words.
- Reading of common exception words.

Based upon observations and assessment data and following a discussion with parents/carers the child may be recorded as needing either:

- Differentiated support within the class.
- Additional support through SEN support withdrawal

Request for EHCP

For a child who is not making adequate progress, despite a period of support of quality first teaching with support from other agencies, and in agreement with parents/carers, the school may make a request for an EHCP in order to determine whether it is necessary to make an EHCP request. The school will be required to submit evidence to the Local Authority about the child's levels of attainment. The LA will make a judgement using its current criteria for making an EHCP. Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Pupils Having an EHCP

A child who has an EHCP will continue to have support in line with other children with SEND. There will be an annual review of the EHCP, chaired by the SENDCo, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

Admission arrangements for pupils with special educational needs who do not have an EHCP

- Jervoise School will consider applications from parents of children who have SEND but no EHCP on the basis of the school's published admission criteria. Such children will be considered as part of the normal admissions criteria.
- The School will make every effort to meet the individual needs of a child with SEND.

Arrangements for providing access by pupils with SEND to a balanced and broadly based curriculum

Students identified as having SEND may have access to specialised resources made available as required and every effort is made to ensure full access to the school's broad and balanced curriculum.

The main methods for providing access by pupils with SEND to a balanced and broadly based curriculum are:

- Full-time education in classes in the appropriate pathway, with additional help and support by class teacher/subject teachers and teaching assistants as required.
- Working in a smaller group along with a Teaching Assistant, while still having full access to the curriculum.
- Tailored personal support for individual SEND students with more complex needs, via the school's SEND specialist staff.

How pupils with SEND engage in activities together with pupils who do not have special educational needs

Jervoise School values all its pupils equally. Those pupils with SEND are regarded at all times as full members of the community and their curriculum provision is inclusive. Pupils have full access to the school's environment, resources, staff and activities and the school carefully monitors all areas of school life to identify and address any barriers to inclusion for individuals or groups.

Pupils with and without SEND are expected to participate equally as far as possible in all areas of school life, including extra-curricular and sporting activities.

Facilities for pupils with special educational needs

- The school's accommodation will enable any student with SEND to access all rooms and facilities.
- All students with SEND will have easy access to computers and other learning resources, adapted as appropriate to individual need.
- Hearing loops and other audio technology will be made available to aid pupils with hearing impairment.
- Teaching materials will address suitable print size, colour and design where needed to aid visual accessibility. Large print and magnified computer screens will be made available for visually impaired students so that they can remain with their peers in most teaching environments.

In-service training for staff in relation to SEND

Jervoise School is committed to a programme of Continuous Professional Development for all its staff, teaching and support. In relation to SEND, the CPD programme has strands relating to individual, group and whole-staff training.

CPD for individuals includes training in the identification of SEND, management of appropriate provision and monitoring of outcomes for key individuals involved in the leadership and management of SEND provision, including:

- SENDCo Mrs Jane Barrow

CPD for designated groups includes training in appropriate strategies for addressing SEND for groups including:

- Newly appointed staff as part of the new staff induction programme.
- Newly-qualified teachers, as part of the NQT induction programme.
- Teaching assistants and other curriculum support staff

Additional support for learning

Jervoise School recognises the important contribution that external support services make in assisting to identify, assess and provide for students with SEND.

When appropriate to the needs of the pupil, colleagues from a range of support services will be called upon to provide support, including:

- Educational Psychology
- Speech and Language Therapy

- Pupil and School Support Services
- Sensory Support Services
- PDSS
- Communication and Autism team
- Forward Thinking Birmingham including 'STICK' workers
- Children's and families Services
- School Nurses
- General Practitioners
- Physiotherapists
- Paediatricians
- Beacon Behaviour support

The role played by the parents of pupils with SEND

Parents/carers of pupils with SEND know their children best and have a great deal to contribute. Their views and contributions are valued and they are listened to. Parents have a key role in supporting students with SEND.

Jervoise School encourages a partnership approach and operates an 'open door' policy. Parents can approach the school whenever they have a concern and time will be made for them; scheduled meetings will be arranged for parents to meet and discuss their child's progress; opportunities will be available for parents/carers to come and work or observe their child in the school.

Links with other schools and the provision made for transition of pupils with SEND between schools or between the school and the next stage of life or education

Jervoise School will ensure that all records have been transferred at points of transition either from Primary schools or from other schools both in and outside the Local Authority. Examples of useful information about the child include any detailed background information collated by the primary school SENDCo; copies of IEPs (or other similar working documents) prepared in support of intervention through School Support; and any educational health care plans.

Complaints from parents of pupils with SEND concerning the provision made at the school

Jervoise School has a complaints procedure, which may be used by parents of pupils with SEND concerning the provision made at the school.

Initially any concerns and complaints about SEND provision should be taken up with the class

teacher. If they continue to have concerns they should be addressed to the SENDCO, who will respond by meeting with the parents/carers to discuss the situation. If this does not resolve the situation the matter should be raised with the Head of School / Executive Headteacher. If the complainant is still not satisfied they should raise the matter with the David Sheldon. After this, the complaint should pass to the first level of the general complaints procedure.

Statutory Assessment

The School will request a Statutory Assessment from the Local Authority when, despite an individualised programme of sustained intervention within School Support, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency.

The following information will be available:

- The student's assessment data
- Records and outcomes of regular reviews undertaken
- Information on the student's health and relevant medical history
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

EHCP Plan

An Educational Health Care Plan will normally be provided where, after a Statutory Assessment, it is agreed that the child requires provision beyond that which the School can offer.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Statement
- Shorter term targets, established through parental/student consultation and implemented in the classroom.

Delivered by the subject teacher with appropriate additional support where specified

Reviews of EHCP Plans

EHCP plans will be reviewed annually. The SENDCo will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher/s
- A representative of the Local Authority if required
- Any other person the Local Authority considers appropriate
- Any other person the SENCO

considers appropriate

The aim of the review will be to:

- Assess the student's progress in relation to personalised targets
- Review the provision made for the student in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHCP Plan in relation to the student's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year.

Please also refer to the DRB ignite SEN policy

<https://drbignitemat.org/wp-content/uploads/PDF/Policies/SEND%20Policy.pdf>

Useful Links:

Local Offer general information:

<https://www.lbbd.gov.uk/residents/children-young-people-and-families/local-offer/>

EHCP Guidance:

<https://www.lbbd.gov.uk/residents/children-young-people-and-families/local-offer/local-offer-education/education-health-care-planning>