



## Broad Heath Primary School

### Special Educational Needs and Disability Policy

Reviewed and updated June 2021

#### **Background Information about the School and its Provision for Pupils with Special Educational Needs and Disabilities**

We are a school of over 600 pupils (including 51 in nursery) located on the North-East side of the city. Over 40% of our pupils have a registered entitlement to free school meals. We are proud to reflect the diversity of the city population and a vast majority of our pupils represent minority ethnic communities. Around 14% of our children are recorded as having special educational needs. These pupils are recorded on our SEND Register:

The pupils on our SEND register have a range of difficulties. Of the pupils on our register, we have pupils who have difficulties in the area of Communication and Interaction (including pupils with Specific Language Difficulty and Autism Spectrum Disorder), pupils who have difficulties in the area of Cognition and Learning (including general learning difficulties), pupils who have difficulties in the area of Behaviour, Emotional and Social Development and pupils who have Sensory and/or Physical difficulties (including Hearing Impairment and visual impairment). Some of these children have complex needs.

Learning support at Broad Heath is led by the Inclusion Manager. All teachers are teachers of children with SEND and the Inclusion Manager with the support of the SENDCO tries to establish close working relationships between pupils, staff, parents and outside agencies so that pupils can be helped in a fully supportive environment.

#### ***Objectives of the School's SEND Policy***

The objectives of our policy are to:

- follow the guidance for Inclusion as set out in our Inclusion Policy and organise all our activities to ensure that all children are included in the life of the school
- work closely with parents, sharing information on children's progress and their individual needs
- continuously develop our ways of working to provide the highest quality of provision for all our children within the resources available
- meet the requirements of the Education Act (2011), the Special Educational Needs (SEND) Code of Practice (2014), the Special Educational Needs and Disability Act (2014) and the Disability Discrimination Act (2005)
- facilitate a pupil's learning by identifying his/her individual needs and taking steps, co-operatively with other staff, to address those needs within the context of the National Curriculum, the school curriculum as a whole, taking account of the SEND Code of Practice (2014)
- respond to particular pupils flexibly according to the nature of their difficulties
- support pupils' learning without making them feel different or inferior to their peers
- enable each pupil to become an independent and confident student.

This policy sets out how we intend to meet these objectives. The procedures we set out will be reviewed every year to ensure that we are doing all we can to meet the objectives.

### ***Our SEND Co-ordinator***

At Broad Heath School the role of Special Educational Needs and Disabilities Co-ordinator is encompassed within the job description of the **Inclusion Manager**. The Inclusion Manager is Mrs Laura Donnelly. Mrs Lindsey Street is one of our SENDcos and our SEND Governor is Mrs Kelly-Mae Saville.

### ***Arrangements for Co-ordinating Educational Provision for Pupils with SEND***

#### **The INCLUSION MANAGER and SENDCO will:**

- manage the day to day operation of this policy
- ensure that SEND provision for pupils is arranged
- manage the timetables of any teachers, learning mentors and teaching assistants assigned to work with SEND pupils
- report on the effectiveness of provision to the Senior management team and through them to governors
- keep up to date with new initiatives to support pupils with SEND and share good practice with all teachers
- manage arrangements for monitoring, reviewing and evaluating the effectiveness of provision for SEND
- monitor pupils' progress
- monitor teachers' planning, assessment procedures and children's homework for appropriate differentiation for pupils with SEND.
- Support teachers when writing Individual Educational Plans/Group Educational Plans for pupils with SEND

#### **The Head teacher and Senior Management team will:**

- manage the work of the Inclusion Manager and SENDCO
- identify resources for SEND
- plan with the Inclusion Manager how resources are used to support pupils in the most efficient, effective and equitable way
- set the overall school policy for Inclusion
- decide whether to put forward pupils for statutory assessment, in consultation with parents/carers

#### **Class Teachers will:**

- identify pupils experiencing difficulties
- discuss pupils with SEND with the SENDCOs/ Inclusion Manager and parents/carers
- write and review pupils' Individual Educational Plans/Group Educational Plans for pupils at SEN support and above and set the new targets in consultation with the Inclusion Manager
- ensure that all pupils with SEND are aware of their IEPs and know how to access them
- contribute to planning and provision to meet identified needs
- contribute to monitoring and review procedures
- seek to meet SEND within the overall framework of inclusion in the school

#### **Governors will:**

- identify one governor (or several) with a special interest in SEND
- attend governor training/updates meetings
- the SEND governor will meet regularly with the SENDCO/Inclusion manager to keep updated
- report on the effectiveness of the SEND policy in their annual report to parents

- use their best endeavours to ensure that pupils' special educational needs are identified and provided for
- ensure that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for pupils

### **Admission Arrangements**

*When pupils arrive at school we will:*

- collate information about the pupil's educational history from the last school attended by the pupil, any educational support services who may have been involved with the pupil, and from the parents/carers.
- undertake a range of assessments to identify pupils with special educational needs and establish their strengths and areas of difficulty
- if necessary arrange a review by SEMH and L
- review any existing Individual Educational Plans (IEPs) in consultation with the pupil's parents/carers
- discuss the placement of the pupil on the school's SEND register with parents/carers
- make sure that information about pupils' SEND is passed on to appropriate school staff
- give parents/carers information about the Coventry Parent Partnership Service.

*When pupils leave the school we will:*

- pass on information about the pupil's educational history to any receiving school
- complete other transfer documentation as required
- Arrange visits for secondary teachers/SEND COs to meet prospective pupils

### **SEND Experience**

Our school has some recent experience in working with pupils who have:

- *Autistic Spectrum Disorder*
- *Speech and Language Difficulties*
- *Vision Impairment*
- *Hearing Impairment*
- *SEND in the Early Years*
- *Specific Learning Difficulties e.g. Dyslexia,*
- *Low Muscle Tone*
- *Attention Deficit Disorder with Hyperactivity*
- *Attention Deficit Disorder*
- *General Learning Difficulties*
- *Epilepsy*
- *Social and Communication Difficulties*
- *Children whom need Nurture*
- *Social Difficulties including Looked After Children and Young Carers*
- *Deprivation*
- *School Absentees.*

### **Information about the School's Policy for Identification, Assessment and Provision for all Pupils with SEND**

#### ***The Allocation of Resources to and amongst Pupils with SEND***

The Governing Body of the school sets the overall budget available to meet special educational needs taking account of:

- statutory requirements
- other budgetary pressures in the school
- the resources identified (but not earmarked) for SEND within the Individual School's budget
- the availability of additional grants to the school

- priorities identified in the School Improvement Plan

The Inclusion Manager/SENDCO works with the senior management team of the school to:

- identify the pattern of need across the school
- establish the most cost-effective means of meeting these needs
- allocate support to groups of pupils and individual pupils, including those with statements of special educational needs
- ensure that support is allocated to pupils on a fair and equitable basis
- monitor the progress made by pupils with SEND
- evaluate the effectiveness of provision for SEND
- ensure that support staff, including teaching assistants, work within the framework of school policy and practice

### ***Identification, Assessment, Monitoring and Review Procedures***

We use the definition of Special Educational Needs and Disabilities in the SEND Code of Practice (2014): “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 him or her”. (Page 15).

Difficulties arising from a difference of language between home and school are dealt with through other school policies and procedures.

Special Needs provision will be provided wherever possible alongside other children taking account of:

- the wishes of parents/carers
- the pupil’s needs
- the resources available to the school
- the efficient education of other pupils in the school

We believe that all teachers are teachers of pupils with special educational needs.

Our procedures are designed to offer a graduated response to special needs in line with the SEND Code of Practice (2014)

### **Assessment**

The SENDCOs will refer pupils with special educational needs to outside agencies, such as, the SEMH and L or the Educational Psychology Service, or other relevant external agencies. Such referrals will always be first agreed with parents/carers.

Pupils are entitled to forms of assessment which are appropriate and recognise their achievement.

The SENDCOs will ensure access for pupils with poor literacy skills when written formal assessment is required for NC purposes.

Reporting of a pupil's attainment will be made in the context of the School's Assessment Recording and Reporting Policy.

### **Pupil Participation**

Staff will seek to involve pupils (in an appropriate way) in discussions about their individual programmes.

### **Monitoring**

The SENDCOs will meet class teachers to monitor pupil progress termly.

## **Review**

Individual Educational Plans will be reviewed termly, in consultation with parents/carers. Parents are asked to sign the reviewed and new IEPs. The school wants parents/carers to be active participants in pupils' education.

The SENDCOs will continuously update the school's SEND register.

The SENDCOs will work with the senior management team to review the overall pattern of SEND support on an annual basis.

## ***Arrangements for Providing Access to the Curriculum for Pupils with SEND***

We follow the 2014 National Curriculum and support access through differentiation, I.E.Ps, and appropriate intervention strategies, allocating extra support to an individual or group according to set criteria and availability of resources. We develop self-esteem through positive reinforcement, using assessment processes to identify any learning difficulties. We ensure ongoing observation and assessment and provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

## ***How pupils with SEND are integrated into the school as a whole***

We seek to be an inclusive school by:

- using the SEND review procedures to identify any barriers in the way of the pupil and plan appropriate and reasonable action
- ensuring that all pupils have appropriate learning targets which are challenging
- valuing the diversity of our pupils of which SEND are a natural part
- ensuring that our reading stock includes stories with positive images of pupils with SEND
- looking for opportunities within the curriculum to raise SEND issues
- seeking to make provision for SEND within routine class arrangements wherever possible
- seeking opportunities for pupils with SEND to work with other pupils
- encouraging pupils with SEND to play/socialise with other pupils
- developing links with special schools to extend pupils' experience of diversity

## ***Criteria for Evaluating the Success of the SEND Policy***

The following criteria will be used:

- the amount of progress of pupils receiving support
- the number of planned programmes of intervention and support and the impact of these
- the proportion of teachers' records which include information on the special educational needs of pupils in their classes.
- the proportion of schemes of work, lesson plans and homework that show evidence of differentiation for pupils with SEND
- INSET time allocated to staff development with reference to special educational needs
- the proportion of parents attending or contributing to reviews and consultations
- staff fulfil the expectation of the school in carrying out procedures for special needs and produce the necessary paperwork e.g. IEPs, Reviews, Reports, Class Organisation for Special Needs etc.
- recommendations by external agencies are acted upon and incorporated into the curriculum and IEPs
- children are confident and well motivated and are making measurable progress
- movement between stages and the number of pupils on the register.

## ***Arrangements for Considering Complaints about the SEND Provision within the School***

In the first instance, complaints should be taken up with school staff directly concerned.

If the complaint is not resolved then the matter should be raised in line with the school's complaints policy, the school complaints coordinator may then:

- arrange a joint meeting with the complainant
- undertake further investigations
- seek the involvement of external agencies, such as the SENDIASS
- take action to address the complaint
- decide that the complaint does not warrant any action, and advise complainants of further action they can take

## **Information about the School's Staffing Policies and Partnership with Bodies beyond the School**

### **The School's Arrangements for SEND In-service Training**

- all staff receive In-Service training or information about the SEND Code of Practice (2014), and issues relating to Disability
- all staff have the opportunity to receive In-Service training on SEND Procedures in school
- all staff have the opportunity to receive In-Service training on specific disorders and/or disability of children within their care
- all staff have the opportunity to receive training in specific techniques related to differentiation, class management and specific disorders e.g. Dyslexia, Autism etc.
- the Inclusion Manager or the Headteacher will identify areas for In-Service training which will be written into the school's improvement plan.

### **The Use made of Teachers and Facilities from Outside the School Including Support Services**

- external agencies will be used to provide advice and In-Service training for staff and to address specific needs as they arise within school when appropriate.
- external agencies will be used to identify specific targets for pupils in line with the school's procedures
- planning meetings will be held at the beginning of each term to agree a programme of work with the Educational Psychology Service, SEMH and L, Speech and Language Therapy Service and the Pre-School Education Service
- regular liaison takes place with Area Health professionals to access the following services: Speech and Language Therapy, Physiotherapy, Occupational Therapy, Child and Adolescent Mental Health Service, and Social Services

### **Arrangements for Partnership with Parents**

The concept of parents as partners is central to the SEND Code of Practice (2014). Parents/carers should always be kept informed about their child's progress at school and any difficulties should be made known to parents at the earliest stage.

Parents/carers will be encouraged to attend review meetings/consultation evenings where they will have the opportunity to express their feelings about their child's progress. They will have the opportunity to discuss how they will support the IEP targets at home.

We recognise the value of parents/carers knowledge of their children and will seek to use that information in planning support for pupils.

We seek to work in partnership through:

- regular consultation and review procedure for the sharing of information
- sharing of assessment and planning information through IEPs and GEPs
- discussing with parents/carers options when pupils leave Broad Heath School
- meeting the parents/carers of prospective new pupils to the school to discuss SEND support

### **Links with other Mainstream and Special Schools, Including Arrangements when Pupils Change or Leave School**

At present we:

- Maintain links with schools our pupils will be attending in Key Stage 3
- Liaise with outside agencies re the transition of pupils with SEND to secondary schools e.g. SEMH and L and CCT
- Liaise with other primary schools if pupils leave the school

### **Local Offer**

Coventry LA have presented a 'Local Offer' which can be found on our school website.

This outlines how the LA have responded to the new Code of Practice and the services available within the authority.

The response of Broad Heath School can also be found at the following link;

<http://www.broadheath.coventry.sch.uk/curriculum/send/>

All up to date legislations and requirements can be found here.

**Laura Donnelly and Lindsey Street**

**Reviewed and updated June 2021**

**Reviewed by Kelly-Mae Saville – SEN governor –**