



**Deanery C.E. Primary School**  
**Academy Status**

# **Special Educational Needs & Disabilities Policy**

**January 2021**

## INTRODUCTION

Deanery C.E. Primary has a named Special Educational Needs and Disabilities Co-ordinator (to be referred to as SENDCo throughout this Policy), Mrs J Griffiths, who has completed the National Award for SENDCo qualification and is part of the Senior Leadership Team. There is also a named Governor responsible for Special Educational Needs and Disabilities (to be referred to as SEND throughout this Policy), appointed annually at the first governing body meeting in September. They ensure that the Deanery SEND Policy works within the guidelines and inclusion policies of the Code of Practice (2015), the Local Authority (to be referred to as LA throughout this Policy) and other Policies current within the school.

At the Deanery we believe everyone thrives in a happy, secure and caring environment. It is an essential part of our Christian ethos that peace, love, faith, joy, grace and hope should be the core values that everyone respects and agrees. We do this through the teaching of Jesus. We believe that education, strengthened by our faith, is the vehicle with which children can achieve their full potential.

At the Deanery we aim to provide opportunities and experiences for everyone to learn and develop their social, creative and academic skills within a motivating and stimulating environment.

We aim to:

- foster an environment that is enriched spiritually, morally and socially through the Christian faith.
- value each child as an individual, regardless of faith, ability, gender or ethnicity.
- nurture children to be polite, respectful and considerate towards one another.
- offer a range of opportunities and experiences to develop their confidence, self esteem and independence.
- encourage each child to fulfil their individual potential within all areas of the curriculum.
- promote knowledge and understanding through a secure, stimulating and enriched environment.
- create a broad educational experience that is enriched both morally and spiritually through partnership with staff, governors, parents, the local community, parishes of the Deanery and Birmingham Diocese.
- enable each child to value themselves and have aspirations for the future.
- recognise everyone's place in the wider community.

Here, it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve to their full potential. We 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 areas of need identified in the new Code of Practice (January 2015):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory/physical

### **What are special educational needs?**

A child or young person has SEND 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. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision (Code of Practice, 2015).

Children may be offered additional support, through small group or 1:1 activities, in order to boost their skills level and confidence. In addition, some children may need specific resources or equipment to support their access to the curriculum.

The school recognises that the needs of high achieving children should also be catered for and recognised as a 'special educational need' and is referred to as 'Gifted and Talented'. For the most part this is catered for through a well differentiated curriculum with opportunities for children to extend their learning into a 'deeper' understanding.

This SEND policy details how, at Deanery, we will do our best to ensure that the necessary provision is made for any pupil who has SEND and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with SEND, allowing them to join in all school activities together with pupils who do not have SEND.

## AIMS AND OBJECTIVES

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- to request, monitor and respond to parents / carers and pupil's views in order to work in close partnership.

- to make clear the expectations of all partners in the process
- to develop a high level of staff expertise to meet pupil need, through well targeted and continuing professional development
- to ensure support for pupils with medical conditions allowing them full inclusion in school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's SEND
- through reasonable adjustments, to enable all children to have full access to all elements of the school curriculum
- to work in co-operative and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

## EQUAL OPPORTUNITIES AND INCLUSION

Through all subjects, we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school, we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly (minimum of 3 times a year) through meetings between the SENDCo and individual class teachers to ensure all children have equal access to succeeding.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, physical and practical activities
- helping children to manage their own behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress and to take part in learning

### **Identification, Assessment and Provision**

Provision for children with SEND is a matter for the whole school. The governing body, the school's head teacher, the SENDCo and all other members of staff, particularly class teachers and teaching assistants who have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

The school will assess each child's current strengths and areas for development on entry, in order to ensure that it builds on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified SEND, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCo will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure on-going observation and assessments provide regular feedback about the child's achievements and experiences, to form the basis for planning the next steps of the child's learning.

The identification and assessment of the SEND of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects, to establish whether the problems are due to limitations in their command of English or arise from SEND.

## THE ROLE OF THE SENDCO AND WHAT PROVISION LOOKS LIKE AT DEANERY

The SENDCo's responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local secondary schools so that support is provided for Year 6 pupils as they prepare to transfer.
- Liaising with local Early Years settings so that support is provided for pupils as they prepare to transfer into the setting.

- Liaising with external agencies, including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the progress of children on the SEND Support Register.

### **Monitoring Children's Progress**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are not as expected.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Demonstrates an increase in the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviours.

In order to help children with SEND, Deanery will adopt a graduated approach to their needs. This begins in the classroom but may also see us using specialist expertise if we feel that our interventions are not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of a One Page Profile and Pupil Provision Map. The SENDCo will have responsibility for ensuring that records are kept up to date and available when needed. If we refer a child for a SEND Support Provision Plan or Education, Health and Care Plan (to be referred to as an EHCP throughout this Policy), we will provide the LA with a record of our work with the child to date.

When any concern is initially noticed, it is the responsibility of the class teacher to take steps to address the issue. Parents will be consulted and specific strategies put in place and monitored. If insufficient progress is noted after an allocated time, class teachers will use the Language and Literacy Toolkit and/or Maths Framework to assess the child's specific skill level in these subjects. This will produce individualised targets, identifying areas for development and the level of intervention required. If the child is found to be significantly below the expected level of their peers, they will be added to the school SEND Register with parental consent.

On top of providing a differentiated curriculum aimed at addressing a SEND pupil's targets within the mainstream classroom, the class teacher (with the guidance of the SENDCo) will provide opportunities for interventions based on the child's 'high focus' individual learning targets. This will be achieved by utilising an appropriate teaching assistant. These targets will be monitored by the class teacher and TA's within the class and reviewed formally with the SENDCo and parents 3 times a year at the review meeting.

Reasons for a child being added to the SEND register may include the fact that he/she:

- makes little or no progress, even when teaching approaches are targeted in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent social or emotional difficulties which are not improved by the techniques or strategies usually employed in the school
- has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- has communication and / or interaction difficulties, and continues to make little or no progress.

### **Partnership with parents**

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with SEND will be treated as partners and given support to play an active and valued role in their child's education.

Children and young people with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like. Children will be encouraged to contribute to the assessment of their needs, the review and the transition process.

The school website contains the SEND Information report, which includes:

- The SEND Policy

- Arrangements made for children in our school with SEND.

Throughout the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of their child. We inform parents of any additional interventions, and share the process of decision-making, by providing clear information relating to the education of their child.

Parents always have access to the SENDCo through the school email address ([enquiry@deanery.bham.sch.uk](mailto:enquiry@deanery.bham.sch.uk)) and parents' and children have access to the school website, which has a dedicated area for Inclusion, incorporating the SEND Information Report.

### **The Nature of Intervention**

The SENDCo and the child's class teacher will decide on the actions needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the SENDCo, the SEN TA or Class TA.
- Extra adult time to devise / administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.
- Advice from external agencies.

After initial discussions with the SENDCo, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in or out of the classroom. Parents will continue to be consulted and kept informed of the actions taken to help their child, and of the outcome of any action.

Parents will be invited to a termly review meeting, to meet with the class teacher and SENDCo where they will have a meeting to discuss their child's individual learning targets and progress.

The SENDCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

### **The use of outside agencies**

These services may become involved if a child continues to make little or no progress, despite additional support and adaptation. They will use the child's records and evidence of the Graduated Approach in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded on the One Page Profile continue to be the responsibility of the class teacher.

External agencies currently working directly with the school include;

- Pupil and School Support (PSS)
- Educational Psychology Service
- Communication and Autism Team (CAT)
- Physical Difficulty Support Service (PDSS)
- Traded Speech and Language Therapy
- Occupational Therapy (OT)
- Our Place – Mentoring scheme
- Hearing Impairment Sensory Support Team
- Malachi Trust
- Art Therapist

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working substantially below age related expectations.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has social or emotional difficulties, which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

- Despite having received intervention, the child continues to fall behind the level of their peers.

### **Request for an Education, Health and Care Plan (EHCP)**

A request may be made to the LA for an EHCP in liaison with the agencies, parents and school, should a pupil's progress continue to be of a substantial concern. However, EHCP's may be requested by a parent, or school, as well as anyone bringing a child to the attention of the LA if they think an assessment is necessary.

The parents of any child who is referred to the LA for an EHCP assessment, will be kept fully informed of the progress of the referral. Children with an EHCP will be reviewed each term in addition to the statutory annual assessment.

### **Format of the EHCP**

Consideration is given to:

- The views, interests and aspirations of the child and parents.
- The child's SEND.
- The child's health needs which relate to their SEN.
- The child's social care needs which relate to their SEN.
- The outcomes sought for the child.
- The special educational provision required by the child.
- Any health care provision reasonably required by the learning difficulties and disabilities which result in the child having SEND.

The process of receiving an EHCP should be a carefully considered one and the LA aims to complete the process in 20 weeks.

### **One Page Profiles**

These are used to record, assess and plan targets for children with additional needs.

- Targets from the 14 threads of literacy and/or 9 threads of Mathematics will be identified.
- Ongoing use of the One Page Profile in assessment and planning for children with SEND.
- Contributions from parents and teachers, under the heading 'What people like and admire about me'
- Pupil voice, recording what is important to the individual child
- Regularly updated One Page Profiles.
- Extra targeted support provided for high focus threads.

Similarly, One Page Profiles are used to set targets for children with social and emotional difficulties, communication and interaction needs or social, mental and emotional health needs. The Progression Framework is used to identify and monitor the progress of children with social, communication or interaction difficulties and those with a diagnosis of autism.

### **Access to the Curriculum – Quality first teaching**

Quality first teaching (QFT) aims to engage and support the learning of all children, and places a strong focus on pupil participation in learning.

The key characteristics of QFT are:

- Highly focused lessons designed with targeted objectives
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of questioning, modelling and explaining on the part of the teacher
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils

At Deanery, all children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers' use a range of strategies to meet children's SEND. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. All members of staff plan lessons that include the different 'learning styles' of children to ensure all are accessing the learning. One Page

Profiles, which employ a small-steps approach to learning, feature significantly in the provision that we make in school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. Children with physical difficulties may have a management plan, where appropriate, while other children may have targets set by external agencies such as the Communication and Autism Team (CAT) or the speech and language therapist.

We support children in a manner that acknowledges their entitlement to share the same learning experiences of their peers. Wherever possible, we minimise withdrawing children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

#### **Allocation of resources**

The SENDCo, with the support of the Senior Leadership Team, is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCP's.

The Head Teacher informs the Governing Body of how the funding allocated to support SEND has been employed. When appropriate, the Head Teacher and SENDCo meet annually to agree on how to use funds directly related to EHCP's.

#### **THE ROLE OF THE GOVERNING BODY**

The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having SEND. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The Governing body has decided that children with SEND will be admitted to the school in line with the school's agreed admissions policy.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head Teacher reports the outcome of the review to the full governing body.

#### **MONITORING AND EVALUATION**

The SENDCo monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers when drawing up One Page Profiles for children. As part of the SLT, the SENDCo, Head Teacher and Deputy Heads hold regular meetings to review the work of the school in this area. In addition, the SENDCo and the named governor with responsibility for special needs also hold regular meetings.

Reviewed and amended by Jennie Griffiths – Inclusion Manager

January 2021

Agreed and accepted by the Governing Body

March 2021

*J. R. Bradbury*

**Signed**

**Dated**

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