



## **Special Educational Needs Policy**

### **Deykin Avenue JI School**

This policy is embedded in our school's vision of:

*'To develop as a **STAR: Successful, Tolerant, Ambitious, Resilient**'*

<b>Policy</b>	Special Educational Needs Policy
Date	April 2023
Review Date	April 2024

Mr Craig Downes is our Special Educational Needs and Disabilities Coordinator (SENDCo) at our school. He is responsible for the day to day arrangements for children with SEND (Special Educational Needs and Disabilities). He can be contacted through the school office or emailed on [c.downes@deykinav.bham.sch.uk](mailto:c.downes@deykinav.bham.sch.uk).

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

We believe that pupils at Deykin Avenue JI School have the right to an education which is inclusive and allows all to realise their potential.

We operate an inclusive ethos for all our pupils including those with special educational needs. We provide a varied and diverse curriculum that is language-rich and enables all children to access at their own level and progress from their own individual starting point, through scaffolded support, peer role models, mixed ability partners and access to their class teacher. We encourage our SEND children to challenge themselves, take risks and immerse themselves in the wider curriculum to discover their strengths and celebrate their successes.

Every teacher is a teacher of every child or young person including those with SEND.

This policy reflects the SEND Code of Practice, 0-25 guidance and should be read in conjunction with other policies in particular the school Accessibility Plan and Equality policies.

#### **Admission arrangements**

- Please refer to the information contained on our school website.
- The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

## OBJECTIVES

We aim to provide every child with access to a broad, balanced and inclusive education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early year's settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENDCo and Head teacher and will be carefully monitored and regularly reviewed to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. The school continues to build strong working relationships and links with external support services to fully support our SEND pupils and aid school inclusion. These services include:
  - Pupil and School Support (PSS)
  - Educational Psychology Service (EPS)
  - Communication and Autism Team (CAT)
  - Sensory Support Service (SS)
  - Forward Thinking Birmingham (FTB)
  - Physical Disability Support Service (PDSS)
  - Occupational Therapy (OT)
  - Physiotherapy
  - School Nurses (SN)
  - ADHD Team

## IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Within our school/setting we identify the needs of pupils by considering the needs of the whole child which includes not just the special educational needs of the child or young person.

## **Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.**

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught, however these might nevertheless impact on progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being a Looked After Child

### **Areas of Need**

Areas of need have been classified into four broad areas, however it is recognised that individuals may have needs which cut across different areas and their needs may change over time.

- **Communication and interaction** - children with speech, language and communication needs (SLCN) may have difficulty saying what they want to; understanding what is being said to them or understanding the social rules of communication. This can include those with Autism (ASC).
- **Cognition and Learning** – Learning difficulties are identified when a child learns at a slower rate, even with appropriate differentiation. It covers a range of needs including moderate learning difficulty (MLD) or severe learning difficulty (SLD) in which children are likely to need support in all areas of the curriculum. Specific learning difficulties (SpLD) affect one or more specific aspects of learning and include dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** – Behaviour which is withdrawn, challenging or disturbing may reflect underlying mental health difficulties. Children may have disorders such as attention deficit disorder (ADD), attention hyperactivity disorder (ADHD) or attachment disorder.

- **Sensory and/or physical need** – This may include physical disability (PD) vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) which will require specialist support and/or equipment.

### **Graduated Approach to SEND Support**

‘Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the ‘graduated approach.’ (SEND CoP 2014)

The process by which our school identifies and manages children with SEND:

As Code of Practice suggests pupils are only identified as SEND if they do not make adequate progress once they have had intervention/adjustments and good quality personalised teaching as described in the SEND Code of Practice. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

### **Identification**

The graduated approach is part of whole school teaching covering universal, targeted and specialist provision.

### **Assess Eg. Cognition and Learning**

Concerns about a pupil’s rate of progress emerge through termly pupil progress meetings with the Subject Leader. Their progress is assessed against their age-related expectations and with reference to the Literacy and Language and Maths Continuum. This enables the school to create the pupil’s profile and determine the level of provision required.

Quality first teaching (QFT), differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Our school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

Evidence brought to the pupil progress meeting is used to identify whether the child is making less than expected progress.

Less than expected progress is characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child’s previous rate of progress
- fails to close the attainment gap between the child and their peers

- widens the attainment gap

Our school decision around whether to make special educational provision involves the teacher, SENDCo and Head teacher who considers all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.

### **Plan**

A child with SEND requires something 'additional to and different from' the other children in the class. It is the responsibility of the class teacher with support from SENDCo to consider 'How to Best Support and Communicate' with the child and what support should be in place in school that endeavours to remove the child's barriers to learning.

### **Do**

Support is implemented through quality first teaching targeted at the pupil's areas of weakness and supporting the further development of strengths. The pupil is informed of progress against targets through marking: how well they have done and what they need to do to improve. In subsequent lessons there is a supported opportunity for the pupil to revisit/review and practice targets (up levelling/closing the gap tasks). Any adult working with the child contributes to the support. The teacher holds the responsibility for evidencing progress of learning on the continuums.

### **Review**

Targets and provision are under continual review. Support will be reviewed and new targets generated and the cycle begins again. The child is involved in the process of reviewing progress and contributing their views. Pupils are reviewed at least termly, however if better than expected progress is made targets should be updated as required.

Advice and support from specialist teachers, educational psychologist or other external agencies may be appropriate to further support our pupils. With parental consent, this will be arranged by the SENDCo. Any advice regarding strategies and resources will be followed and reviewed to ensure needs of the student are being met.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Working in partnerships with parents**

Deykin Avenue JI School believes that a close working relationship with parents is vital to ensure:

- early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- continuing social and academic progress of children with SEND
- personal and academic targets are set and met effectively

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited, when it is considered appropriate, to attend meetings with external agencies regarding their child. They are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Parents will also be offered opportunities to meet with the SENDCo throughout the school year at parents evening or at a SEND review.

### **Referral for an Education, Health and Care Plan (EHCP) or SEND Support Provision Plan (SSPP)**

If a child has lifelong or significant difficulty they may undergo a Statutory Assessment or school will initiate a more detailed assessment of need.

The EHCP process is usually initiated by school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan (EHCP) or a SEND Support Provision Plan (SSPP) will be taken after consultation with parents, teachers and other professionals involved.

The application for an EHCP or a SSPP will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Educational Outside Agencies
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a panel of professionals about whether the child is eligible for a plan. In the case of an EHCP, parents have the right to appeal against a decision not to initiate a statutory assessment.

Further information about EHCPs and SSPPs can found via the SEND Local Offer:  
<https://www.localofferbirmingham.co.uk/>

Once the EHCP or the SSPP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

An EHCP is a legal document and is produced by the local authority in the case of significant and complex SEND needs.

An SSPP is a plan produced by school in agreement with external agencies to formalise the support required by school. It is **not** a legal document.

### **Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum through SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child's parents for other flexible arrangements to be made.

### **SUPPORTING PUPILS AND FAMILIES**

- Details of Birmingham Local Authority SEND Local Offer: <https://www.localofferbirmingham.co.uk>
- Details of the school's SEND Information Report: <https://www.deykinav.bham.sch.uk/send/>
- Details of the school's policy on managing the medical conditions of pupils: See Policy

### **SUPPORTING TRANSITION**

We recognise the importance of maintaining close links with all our pre-school nursery/ childcare settings and discuss children's learning needs as they transfer to our reception classes. Links are also maintained with local secondary schools, particularly with the SENDCO for those children with SEND who transfer at Year 6. Information and records are shared between schools at any point of transition. We welcome opportunities to allow pupils to visit their future school and visits from their staff to meet them at the school. We also provide ample opportunities for pupils to visit their new classrooms and class teachers to prepare for yearly transition.

### **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have an Education, Health and Care (EHCP) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

### **MONITORING AND EVALUATION OF SEND**

Our school monitors and evaluates the quality of provision we offer all pupils through learning walks, environment audits and staff, pupil and family voice. We involve the SEND governor in monitoring SEND provision through termly meetings with SENDCo and/or head teacher.



## **TRAINING AND RESOURCES**

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided. Staff members are kept up to date with teaching methods and strategies which will aid the progress of all pupils including those with SEND.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENDCO attends relevant SEND courses, SEND networks and facilitates/signposts relevant SEND focused external training opportunities for all staff.

The SENDCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities.

## **ROLES AND RESPONSIBILITIES**

**The Governing Board** in cooperation with the Head teacher, determines the school's general policy and approach to provision for pupils with special educational needs, including staffing and funding arrangements. **There is a named governor for SEND- Mrs Val Bull.**

**The Head teacher-** has the responsibility for day to day management of provision for pupils with special educational needs, works closely with the SENDCO and ensures full staff participation in the development and implementation of the SEND policy.

**The SENDCO** has the responsibility for:

- Overseeing the day to day operation of the schools SEND policy
- Co-ordinating and monitoring provision for pupils with SEND
- liaising with and advising staff
- Overseeing the records of all pupils with special educational needs
- liaising with parents of pupils with special educational needs
- Liaising with external agencies
- Contributing to the in-service training of staff
- Contributing to the identification, assessment, planning, teaching and review of pupils with SEND

**Class teachers** have responsibility for:

- Effective inclusion of all pupils through daily quality first teaching
- Initial identification and assessment of pupils within individual classes

- Working in partnership with parents, the SENDCO, teaching assistants and external agencies to support individual pupils in their classes
- Setting targets, planning programmes of work, assessing and teaching individual targets plans
- Providing specific action to provide access to learning for pupils with SEND as identified in the Foundation Stage Curriculum and the National Curriculum
- Day to day planning with teaching assistants

### **ENGLISH AS AN ADDITIONAL LANGUAGE**

At Deykin Avenue JI School, it is important that children have time to develop an understanding of English when it is not their home language. It is important that each child's home language is valued.

"A silent (receptive) period is the natural learning of a second language not a sign of learning difficulties"

"Children take up to two years to develop basic interpersonal communication skills" (Deryl Hall: Assessing the needs of bilingual children)

By allowing children time to develop their understanding of English we avoid a misdiagnosis of SEND due to the confusion between language acquisition and a long-term learning difficulty. An assessment will be carried out to understand the level of their home language, which may indicate a learning difficulty.

### **BEHAVIOUR EXPECTATIONS FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)**

Schools should consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

The law also requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular:

- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND;
- if a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting any of these duties, schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism. Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

## **MENTAL HEALTH SUPPORT**

Keeping Children Safe In Education 2022 outlines the importance of mental health support for children and the impact that mental health difficulties and Adverse Childhood Experiences can have on the behaviour a child exhibits. It states that 'Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Both the victim and perpetrators of bullying can be effected by mental health concerns. Further support and guidance for schools can be found in Mental Health and Behaviour in Schools (November 2018).

At Deykin Avenue JI School we offer Mental Health Support through our Pupil Parent Support Worker (PPSW) and our Learning Mentor ((LM).

School can offer:

- Daily meet and greet
- Emotional check-ins
- Social and emotional games / activities
- Social and emotional books / stories to share with children
- Meetings with parents
- Referrals / signposts to outside support agencies including Early Help and Forward Thinking Birmingham.

## **ACCESSIBILITY**

The school complies with all relevant accessibility requirements; please see the school accessibility plan for more details. Please see a copy of the plan on our school website.

## **SEND INFORMATION REPORT**

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school. The information report will be updated annually and as soon as possible after any changes to the information it contains.

## **DEALING WITH COMPLAINTS**

- If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher or SENDCO, who will be able to advise on formal procedures for complaint if the concern cannot be resolved.

## **REVIEWING THE POLICY**

This Policy is reviewed annually.