



Berkswell C of E School *Special Educational Needs Policy – January 2024*

Rationale

At Berkswell we are committed to working for quality and equality of opportunity. This policy is an integral part of the schools' broader development of maximum inclusion of educational opportunity for all pupils and states our commitment to providing an environment in which all pupils are enabled to realise their potential.

Inspire to shine

At Berkswell Primary School, children are at the heart of our curriculum. We believe every child is unique and special and we have therefore designed a curriculum which:

- Promotes a sense of high expectation and pride in themselves as learners, achievers and individuals
- Inspires a love of learning, a sense of curiosity and enquiry
- Develops lifelong learning skills
- Nurtures pupils' academic, artistic and creative talents and potential
- Engages pupils in active and practical learning experiences
- Encourages pupils to be safe, active and healthy
- Supports Christian values including friendship, respect and compassion
- Cultivates pupils' spiritual, moral, social and cultural development

Every child will be encouraged to achieve their full potential through a curriculum that is both inspirational and aspirational. Our vision for all our children is that they become secure, independent and knowledgeable young people ready to use their love of learning to make their way in the world with confidence.

Aims and objectives

The school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or group of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school and consider the following:

- Children with Special Educational Needs.
- Children with disabilities.
- Gifted and talented children.
- Racial Equality.
- Children with English as an additional language.

The school recognises that the responsibility for identifying and supporting pupils with Special Educational Needs rests primarily with the class teacher, within the framework of a whole school approach, and with the support of the SENCo and external professionals.

The aims of our Special Educational Needs and Disability policy and practice in this school are;

1. To ensure that children and young people with SEND engage in the full range of activities offered by the school alongside pupils who do not have SEND.
2. To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment.
3. To make every effort 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.
4. To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
5. To work in partnership with the Local Authority and outside agencies including health professionals.
6. To work in partnership with parents/carers and children in order to help them to be the best they can be.

What are Special Educational Needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:-

"SEN: A child or young person has special educational needs if he or she has a learning difficulty or a 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.

Disability: 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.

(<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)

Identification of children with SEND

The school promotes a graduated approach to assessing, identifying and providing for pupils' Special Educational Needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum.

At Berkswell we believe that early identification of any Special Educational Needs is vital and crucial to the well-being of all our children. To support us in our early intervention we:

1. Carry out home visits for all Nursery and new Reception pupils so any initial concerns can be discussed before they arrive at our school.
2. Discuss any new pupils with existing SEND with the appropriate professionals and regularly meet with the parents to ensure an effective transition.
3. Monitor all children's progress carefully and then provide effective interventions as soon as it is appropriate to do so.

Once children are members of our school, our system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Teachers are responsible and accountable for the progress and development of pupils in their class and do so by:

1. Analysing assessment data as recorded on INSIGHT at least termly, to identify children who are not on target to meet nationally set age related expectations.
2. Continually monitoring the children in their class through observations, discussions, marking and written feedback.
3. Carefully monitoring through CPOMS in order to spot any patterns of behaviour or areas of concern.
4. Liaising regularly with parents where appropriate.

When a pupil is not making adequate progress, the child may be placed onto our school monitoring list. As this point the teachers and TAs, working with the parents, will collaborate to organise support and teaching strategies for the individual. During this time specific interventions will be put in place and all progress will be closely monitored.

Adequate progress can include progress which:

- is similar to that of peers starting from the same baseline;
- matches or betters the child's previous rate of progress;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider.

Where pupils continue to make inadequate progress, as evidenced over 2-3 terms, the school will assess whether the child has a learning difficulty. Where SEN is identified appropriate evidence-based interventions will be put in place. These will be provided as part of a graduated approach, which includes regular reviews of the progress made and adaptations to the support provided.

There is no need for pupils to be registered or identified as having Special Educational Needs unless the school is taking significant additional or different action, compared to the child's peers. Pupils who have disabilities but no special needs will be recorded on the school's medical register. The SEND Code of Practice provides guidance which promotes pupil centred approaches to recording individual needs, targets, interventions and outcomes.

What should parents do if they think their child has SEN

If parents have concerns relating to their child's learning, these need to be discussed initially with the child's class teacher. This then may result in a referral to the school SENCO.

All parents will be listened to. Their views and aspirations for their child will be central to the assessment and provision that is provided by the school. Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher or SENCO 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.

How the school supports children with SEND

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

Pupils with a disability will be provided with reasonable adjustments to overcome any disadvantage experienced in school and increase their access to the curriculum.

At Berkswell we will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified Special Educational Need, this information may be transferred through SEN Support from the Early Years setting. The SEND Coordinator and the child's class teacher 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 assessment provides regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- involve parents in implementing a joint learning approach at home.

At Berkswell, provision that is 'additional to or different from' that available to all, will be recorded on an 'Intervention group' plan. However, children who have been identified as having a specific barrier to learning will have an IEP (individual Education Plan) targets sheet. This will be written by the class teacher in consultation with the pupil, where specific attention is paid to the 'child's voice' and their own concerns are noted and used to set future targets. There will also be in consultation with the SEND co-ordinator and it may also involve consultation and advice from external agencies. Plans for the use of support, should relate to a clear set of expected outcomes and the progress towards these outcomes should be tracked and reviewed regularly.

The IEP targets will set targets for the pupil and will detail:

- the short-term targets set for or by the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed

These targets will be reviewed termly and the outcomes will be recorded. Pupils will participate in the review process according to their age and abilities. Parents / carers will also be invited to participate in the target-setting and review process.

Monitoring children's progress

Action relating to children on the SEN register, will follow an assess, plan, do and review model, as outlined in the 2014 SEN Code of Practise:

1. Assess: Baseline data on the pupil held by the school will be collated by the class teacher 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.
2. 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 and the pupil, will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCO. These will be recorded on out school IEPs.
3. Do: SEN support will be delivered – which may include specific interventions or support from an additional adult in class. All information regarding these interventions, will be shown in each child's 'learning journey folder.' This can include examples of day to day work, observational logs or a record of progress made towards each particular target.
4. Review: Progress towards these outcomes/targets will be tracked on a day to day basis and reviewed termly with the parents and the pupil. This will include looking at the child's progress compared to their baseline data.

As a result of the review process we may decide to involve outside agencies for specialist support. This is where a specific learning difficulty or barrier to learning has been identified and the process becomes more personalised and specific.

The school will involve external agencies as appropriate, including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting families.

For a very small percentage of pupils, whose needs are significant and complex and the SEND support required to meet their needs cannot be provided from within the schools 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 Plan (EHCP) being created. All parents and young people with an EHC plan will be able to request a personal budget for some services.

EHCP applications

Children and young people with SEN have different needs, but all children with SEND are welcome at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, to make the provision required to meet the needs of SEND pupils at this school.

For children with an Education, Health and Care Plan (EHCP), parents have the right to request a particular school and the Local Authority must comply with that preference and name of the school or college in the Education, Health and Care Plan unless it would be unsuitable for the age, ability, aptitude or SEN of the child or young person.

Before making the decision to name our school in an EHCP, the local authority will send the headteacher and governing body a copy of the EHCP and then will 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 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.

External agencies

When a child is demonstrating cause for concern or their learning need is more complex and persistent than can be met by the school interventions already put in place, school will engage with relevant external services. This is triggered when:

- A child continues not to make adequate progress.
- A child continues working substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness.
- A child continues to have difficulty in developing English and Maths skills.
- A child has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualised behaviour management programme.
- A child has sensory or physical needs and requires additional specialist equipment or requires regular advice or visits by a specialist service.
- A child has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When further advice and support is required, referrals can be made, with parental permission, to an appropriate outside agency or service. This may include:

- Solihull Inclusion Support Service (SISS)]
- SENTAA
- Education Psychologist
- Child and Adult Mental Health Service (CAMHS)
- Speech and Language Therapy
- Occupational Therapy
- Social Emotional & Mental Health (SEMH)

These external specialists may:

- Act in an advisory capacity to refine targets set by the school
- Extend the expertise of the teaching staff
- Provide additional assessment
- Be involved in supporting the child directly
- Suggest that a statutory assessment (EHCP) is advisable

What support will there be for children's emotional well being?

The school offers a wide variety of pastoral support for children. These include:

- An evaluated Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. This is being taught throughout the Jigsaw scheme of work.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness.
- Small group evidence led interventions to support pupils' well-being are delivered to targeted pupils and groups by our Community Liaison staff member, Mrs Went. This intervention aims to support improved interaction skills, emotional resilience and well-being.

For information about pupils with medical needs please refer to the 'Medicines in School Policy', which can be found on the school's website.

School environment (accessibility)

The following adaptations have been made to the school environment:-

- One toilet has been adapted to ensure accessibility for visitors with a disability.
- All classrooms are on one level so that they are accessible to all.

Our Accessibility Plan describes the actions the school has taken to increase the access to the environment, the curriculum, and to printed information is available via the school website.

Partnership with parents

The partnership between parents and school plays a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through termly consultations, Headteacher's newsletters, annual reports, SEND reviews and informal discussions. We endeavour to create positive links with our parents by operating an 'Open Door' policy. Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child.

In addition to the support offered by our school, there is also additional support offered to parents by outside services. Parents of any pupil identified with SEN may contact the Solihull SENDIASS Service for independent support and advice. solihullsendias@family-action.org.uk

Transition arrangements

Arrangements are put in place to support children with their transition from one-year group to the next and then to prepare Year 6 children for the transition to Secondary school. These arrangements include:

- IEP and intervention records are working documents that are updated as an on-going process to inform future teaching and learning for children with SEN.
- Transition meetings across phases and year groups. Prior to the end of an academic year the teachers and SENCO will meet to discuss the IEP/Needs and assess plans for those children with SEND.
- Review meetings with parents and teachers from different phases at the end of a key stage, where possible this will include the SENCO from the next phase or school.
- A transition booklet is provided for those children transferring classes. This includes photos and information about their next class.
- Links with local secondary schools for transition for SEN and vulnerable children.
- EYFS – Home visits and a programme of induction activities to enable children to settle quickly into school and to initiate relationships between school and home.
- Links with pre-school and other early years childcare providers.
- If pupils 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.
- The annual review in Y5 for pupils with a statement or 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

Contacts

If you wish to discuss your child's Special Educational Needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following;

Your child's class teacher

The SENCO

The Senior Leadership Team or Head teacher

The governor with responsibility for SEN issues will monitor the effectiveness of the policy. The governor will work with the Head teacher and SENCO to ensure adequate provision is made to support the school's efforts to help every pupil to reach his or her full potential.

The head teacher will provide feedback to the governing body on an annual basis on the effectiveness of this policy. The monitoring includes feedback from parents and children.

School performance information is evaluated in comparison with national data and LEA data to identify any patterns of underachievement.

For any complaints, please contact the School Governor with responsibility for SEND, Mrs C Henning. The governors will take into serious consideration any complaints from parents, staff or pupils regarding any aspect of inclusion.

Policy written by: Mrs J Barnes and Mrs L Connell

Date: January 2024

Link Governor: Mrs C Henning

Berkswell C of E Primary School
Special Educational Needs Policy – July 2024

Supporting Policy documents

(These policies are available on the School SEN Local Offer or under policies on the school website):

- Disability and Accessibility Policy
- Equalities Policy
- Mental Health & Behaviour
- www.gov.uk/government/publications Mental health and behaviour in schools - Departmental advice for school staff.

(A glossary of terms is included in the appendices of the SEND Code of Practice)

DfE:	Department for Education
EHCP:	Education, Health and Care Plan
IEP	Individual Education Plan
LEA:	Local Education Authority
SEN:	Special Educational Needs
SEND:	Special Educational Needs and/or Disability
SENCo:	Special Educational Needs Coordinator (also written as SENCO/Inclusion Coordinator)
SISS:	Solihull Inclusion Support Service (SEMH- Social, Emotional & Mental Health)