

BOURNVILLE VILLAGE PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Written by: Tracy Baylay
Review date: Spring 2023: with change to content
To be reviewed: Spring 2024 (Every 1 year)
Statutory/~~Non-Statutory~~

Reviewed by: Full Governing Board

Approved by: Full Governing Board

Signed:	Chair of Committee:	Date:

Please read in conjunction with the following policies:

SEND Information Report (on the school website)
Safeguarding Policy
Supporting Pupils at School with Medical Conditions
Anti-bullying Policy
Complaints Procedure

Accessibility Plan
Behaviour Policy
Equality and Diversity Policy Spring
Pupil Premium Policy
Admissions Criteria Statement

Bournville Village Primary School was created on 29th April 2018, following the amalgamation of Bournville Infant and Bournville Junior Schools. These schools were the personal gift of George Cadbury to complete the village of Bournville, and he specified that the Schools should provide a forward thinking, tolerant education of the highest quality.

We continue to cherish his vision and we are proud of the reputation the School has for high standards of achievement and for providing a caring and purposeful environment, in which the individual needs and abilities of each child are recognised.

Legislative Framework

This policy for children with special educational needs or disabilities is governed and informed by the statutory frameworks set out in the following documents:

- 0-25 SEND Code of Practice 2015
- Children and Families Act 2014
- Working Together to Safeguard Children 2018
- Equality Act 2010
- Supporting Pupils at School with Medical Conditions December 2015
- National curriculum in England: framework for key stages 1 to 4 2014
- Early years foundation stage (EYFS) statutory framework 2014

Fundamental Principles

At Bournville Village Primary School, all children with special educational needs or disabilities are offered full access to a broad and balanced curriculum.

Children who are deemed to have any degree of SEND, whether temporary or permanent, are given the same opportunities as those experienced by others, with due regard for each child's dignity and self-esteem.

Every teacher at Bournville Village Primary School is responsible and accountable for ensuring that all pupils in their class achieve and make progress. Teaching and supporting pupils with SEND is a whole school responsibility, requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved: school, parents/carers, pupils, external agencies and the local authority.

The Inclusion Team at Bournville Village Primary School

Head of Inclusion	Amanda Carter
SENDCo	Tracy Baylay
Pastoral Assistant	Louise Abrahams
SEND Governor	Louisa Jones

Definition of Special Educational Needs

At Bournville Village Primary School, we recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state and maturity. We acknowledge that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be short or long term.

The Special Educational Needs and Disability Code of Practice 2015 states that:

“xiii. A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if she or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age; or
- b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for others of the same age in schools in mainstream schools or mainstream post-16 institutions.

xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age.”

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.

According to the 0-25 Code of Practice 2015, the four main areas of SEND are:

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

Aims and objectives

At Bournville Village Primary School, our aim is to ensure that the whole school community has high expectations for all pupils with SEND, and that there is a focus on outcomes for children with SEND, not just the nature of provision. To achieve this, we will ensure that:

- All children are given equal access to a broad, balanced and relevant curriculum, meeting the National Curriculum 2014 requirements, including extra-curricular activities.
- We operate a whole-school approach to the management and provision of the support for special educational needs.
- The needs of pupils with SEND are identified early and are clearly communicated to all who are likely to teach them. These needs will be assessed, planned for, provided for and regularly reviewed, following the 'Assess, Plan, Do, Review' cycle.
- All children with special educational needs are encouraged to participate in the decision-making processes about their needs. This includes encouraging them to give their views on assessment of their needs, progress review and to become involved in the transition process.
- Parents of children with SEND are treated as partners and are encouraged to play an active and valued role in their child's education.

Identifying Special Educational Needs

At the heart of the work of Bournville Village Primary School is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. In school, we use a variety of different ways to identify whether a child has special educational needs. Some of these ways include:

- observations
- information from parents and carers
- information from the child
- discussions with adults who work with the child
- school based assessments and test results
- specialised assessments carried out by the school's external agencies
- information from previous schools or settings
- results from end of Key Stage assessments
- Specialist screening tools, such as WELLCOMM
- SEND Toolkit assessments

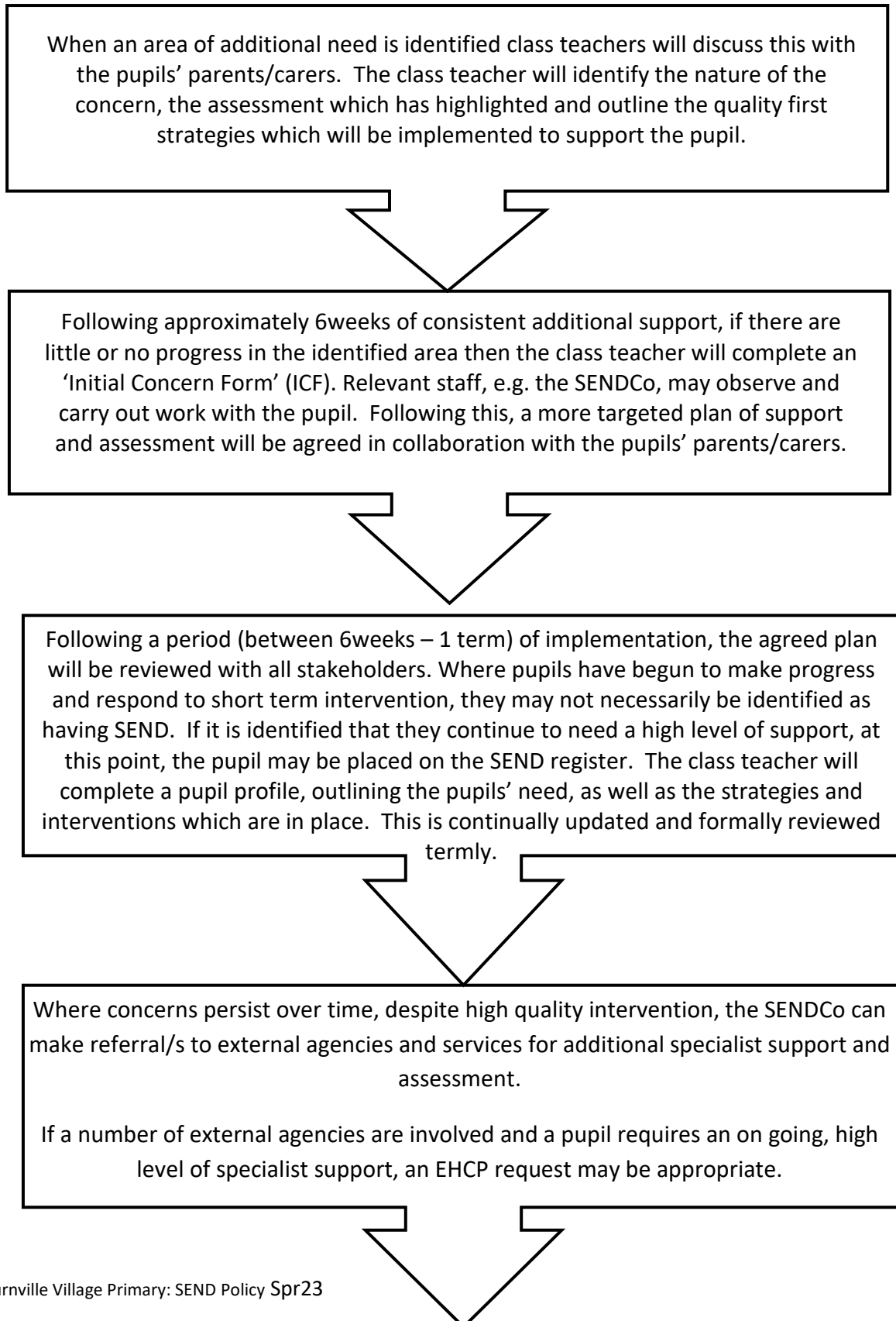
The results of any tests and information we have collected on individual children will be shared openly with parents at meetings.

Children may be seen as needing provision which is additional to or different from that provided as part of normal class teaching and learning when they:

- make little or no progress even when teaching approaches are targeted particularly in a child's area of weakness;
- make slow progress in one or multiple areas of the core and/or wider curriculum;
- present with persistent emotional or behavioural difficulties, which are not bettered by the behaviour management techniques employed by the school;
- have sensory or physical problems and continue to make little or no progress despite the provision of specialist equipment;
- have communication or interaction difficulties and continue to make little or no progress, despite the provision of a differentiated curriculum;

A Graduated Approach to SEN Support

The progress made by all pupils is regularly monitored and reviewed. In our response to meeting the needs of pupils with SEND, we adopt the 'Assess, Plan, Do, Review' cycle outlined in the SEND Code of Practice 2014.



SEND Categories

Under the 0-25 SEND Code of Practice 2014, there are two categories of special educational need: SEN support and Education, Health and Care Plan (EHCP).

SEN Support

Pupils who are classified as 'SEN Support', are in receipt of action or provision which is additional to, or different from what is available to all. Pupils benefiting from support will all have a Pupil Profile, which is written and reviewed by their class teacher, with the support of the SENDCo and/or Specialist Lead Teaching Assistants (e.g. ASD Lead, Speech and Language Teaching Assistant) where appropriate. This is a one-page profile of the child which includes the following information:

- Background information about the pupil's difficulties, strengths and interests
- Short-term targets and desired outcomes
- Classroom differentiation
- Targeted and or specialist support strategies to remove barriers to learning
- Ideas how parents can support their child's learning at home

Parents/Carers are invited into school, once a term, to meet with the class teacher and SENDCo to review their pupil's Pupil Profile and to agree upon the new targets.

Education, Health and Care Plans (EHC Plans)

(EHC Plans have replaced Statements, since September 2014.)

Where, despite considerable specialist support being implemented, reviewed and adjusted, a child is still demonstrating significant cause for concern, a request for an EHC Plan will be made to the Special Educational Needs Assessment and Review Team (SENAR) at the Local Authority. This request can be made directly by anyone who knows the child, including parents and staff.

Once a request has been made, SENAR will consider evidence provided by the school and educational professionals involved in working with the child, along with any provided by the Health and Social Care professionals. Based on this evidence, the SENAR will decide whether to commission an assessment for an EHC Plan and ultimately whether to issue a plan.

Birmingham's Local Offer states the following statutory timeline for EHCP assessment:

"Local authorities must give their decision in response to any request for an EHC needs assessment within a maximum of 6 weeks from when the request was received or the point at which a child or young person was brought to the local authority's attention

When local authorities request information as part of the EHC needs assessment process, those supplying the information must respond in a timely manner and within a maximum of 6 weeks from the date of the request

If a local authority decides, following an EHC needs assessment, not to issue an EHC plan, it must inform the child's parent or the young person within a maximum of 16 weeks from the request for an EHC needs assessment.

The child's parent or the young person must be given 15 calendar days to consider and provide views on a draft EHC plan and ask for a particular school or other institution to be named in it."

EHC Plans are reviewed annually. The EHC plan review can involve whoever the parents/carers and pupil feel it is important should attend; usually this included the parents/carers, the involved specialists, the SENDCo, the pupil and the class teacher.

For more information, a video is available, which explains in more detail what an EHCP is and who it is for, via our school website. It can be found under the SEND, Information Report, tabs.

Types of Support

Quality First Teaching (QFT) strategies

These are numerous and our staff are continually innovating new ways to support children within their classrooms.

Some examples of this type of support includes:

- ASC friendly classroom environments
- Task boards
- Learning/motor/brain breaks
- Scaffolding for tasks
- Differentiated and adapted tasks and resources
- A word aware approach to language acquisition
- Interactive whiteboard presentations, which utilise different colours and fonts
- Coloured paper for resources and writing materials
- Pre-tutoring for new concepts
- Responsive teaching
- The use of concrete resources to support teaching and learning
- Electronic spell checkers
- Dyslexia friend dictionaries
- A range of writing implements
- Fiddle toys and adaptive seating aids.

Targeted Support

Some pupils need additional support, beyond QFT approaches. This may be because assessment tools have identified an area of need which cannot be met solely within the classroom or because they're not making sufficient progress, despite a number of QFT strategies having been implemented.

Some examples of this type of support includes:

- WELLCOMM intervention (for speech and language)
- Speech sounds intervention
- Flip It (for maths)
- Lexia (for reading)
- Precision Teaching (for reading and spelling)
- Emotional Literacy work
- Social Skills intervention
- Additional phonics sessions (Little Wandle Keep Up sessions)
- 1st class @ Number
- Success @ Arithmetic

Outside Agencies

The SENDCo can refer children to a number of outside agencies, including health and education Services. The purpose of a referral is to seek further guidance on how to meet a child's needs.

Education Services:

- Pupil and School Support – provide advice on, assessment and support to pupils with a range of learning difficulties and/or speech and language needs.
- Educational Psychology Service – provide advice, assessment and support to pupils with a range of difficulties impacting on their learning, development and/or emotional well-being.
- Communication and Autism Team – provide advice and support to pupils with an Autistic Spectrum Disorder (pupils must have a diagnosis, or pending diagnosis, of ASD to access this service)
- Physical Disability Support Service – support and promote the inclusive education of children and young people with physical and motor difficulties.
- Sensory Support Service - provide advice and support to pupils with a visual and/or hearing impairment.

Health Services:

- Community Paediatric Service - provide assessment, diagnosis, management and where indicated, treatment for children and young people.
- Community Speech and Language Therapy Service – provide evidence-based specialist support to children (0-19) with a range of specific speech, language and communication difficulties and those with difficulties swallowing, eating and drinking.
- Paediatric Physiotherapy Service - provides specialist assessment and a range of interventions to enable children with physical difficulties to reach their full potential.
- Community Children's Nurses and Palliative Care - enable children to be cared for at home.
- ADHD Nurse-Led Service - provide specialist assessment and diagnosis, for children and young people whose needs may arise from Attention Deficit Hyperactivity Disorder.

The point at which a referral is made is determined by a child's needs and circumstances.

Should a child require a referral to an outside agency, the SENDCo will meet the parents/carers to discuss the most appropriate agency to involve and the reasons for the referral.

Parental permission is always sought before any referral is made.

Monitoring and Evaluation of SEND

The following procedures provide evaluative points for assessing the effectiveness of Bournville Village Primary School's provision for pupils with SEND:

- Reports to the Governing Body
- Pupil learning and progress meetings and data tracking
- Completion of the Birmingham SEND Toolkits
- Pupil and parent views shared during SEND Review meetings
- Pupil and parent views shared during annual EHC Plan review meetings
- Evaluation of Pupil Profiles
- Planning and book scrutiny feedback conducted by the SENDCo and Senior Leadership Team (SLT) during Learning Walks
- Learning environment checks

Training and Resources

All school staff receive appropriate training, so they have the knowledge and confidence to support children with a variety of needs.

The school prioritises training and support to enable all staff to improve the teaching and learning of all children, including children with special educational needs. This may include whole school training on SEND issues, such as: assessment of SEN, Autism, Dyslexia and Dyspraxia, Epilepsy, Diabetes and Asthma.

In addition, individual teachers and support staff attend training courses that are relevant to the needs of specific children in their class or intervention groups, e.g. Level 2 or 3 Autism, Speech and Language, gross and fine motor skills. Tracy Baylay, the SENDCo, has gained the National Award for SEN Co-ordination.

In addition, the SENDCo meets regularly with staff to provide advice about teaching approaches and resources for children with additional needs.

Resources are allocated to support children with identified special educational needs. Each year, we plan our provision to show how we allocate human resources according to pupil need. This is reviewed on a termly basis. Where necessary, specialist equipment, books or other resources may be purchased.

Roles and Responsibilities

The **Head Teacher**, Amy Cooper, has the responsibility for day-to-day management of provision for pupils with special educational needs. She works closely with the Inclusion Manager/Deputy Head (Amanda Carter) and SENDCo (Tracy Baylay) to ensure full staff participation in the development and implementation of the SEND policy.

The **Inclusion Manager/Deputy Head Teacher**, Amanda Carter, oversees the provision for and progress of children with SEND. The SENDCo and Inclusion Manager work closely together to ensure staff are enabled to do this.

The **SENDCo**, Tracy Baylay, has the responsibility for:

- Developing, monitoring and reviewing the school's SEND policy.
- Co-ordinating the provision for children with special educational needs or disabilities across the school.
- Ensuring that parents are:
 - Involved in supporting their child's learning
 - Kept informed about the range and level of support offered to their child
 - Included in reviewing the progress their child has made.
- Liaising with a range of outside agencies who can offer advice and support to help pupils overcome any barriers to learning.
- Providing specialist advice and facilitating training for teachers and support staff.
- Overseeing the records for all pupils with SEND.
- Liaising with Nurseries, Infant Schools and Secondary Schools to ensure smooth transitions for pupils with SEND.

We have a **Pastoral Lead** (Louise Abrahams) and **Pastoral Assistant** (Stephanie Kovacs), who have also had training as an Emotional Literacy Support Assistant (ELSA) and Nurture Training (Nurture UK).

Their roles include:

- Advising teachers and TA's on strategies for pupils with social, emotional and mental health difficulties.
- Where in class strategies are insufficient, she will provide staff with guidance and intervention materials for pupils who need additional individual or group work.
- They will also carry out more direct work with pupils and groups of pupils, who have been identified as needing a more specialised approach due to the complexity of their social, emotional and mental health needs or due to other interventions being unsuccessful.
- They liaise with outside agencies, to ensure support is tailored appropriately.
- They also work closely with families, to offer holistic support where this is needed.

We also have a number of Teaching Assistants with training in specific areas, who work with the SENDCo to support pupils with the following needs:

- ASD
- Speech and Language
- Fine and Gross Motor Skills

Class teachers are responsible for:

- Monitoring pupils' progress and wellbeing, to identify where pupils may need additional support.
- Implementing QFT strategies and supporting the implementation of targeted support.
- Completing additional specialist assessments, as needed
- Writing, reviewing and sharing Pupil Profiles and pupil targets, each term.
- Personalising teaching and learning for pupils with SEND to ensure they make the best possible progress.
- Ensuring that the school's SEND Policy is followed in their classroom.
- Working in partnership with parents, the SENDCo, teaching assistants and outside agencies to support individual pupils.

SEND Governor

In our school, we have a **SEND Governor** who is responsible for special educational needs and her name is Louisa Jones. Her role is to liaise with the SENDCo throughout the year, ensuring that all children with SEND get the support they need to access all aspects of learning and to participate fully in the life of the school. The SEND Governor is the link between the school and the Governing Board in relation to pupils with SEND, meaning that any concerns over SEND provision can be raised, discuss and resolved. The SEND Governor can also provide a link between parents and the school. Both school and parents can request the SEND Governor to support within meetings, should the need arise.

Storing and Managing Information

All special educational needs records are confidential, in line with data protection laws. The SENDCo will keep and update the SEND database and will ensure all SEND records are held securely. When a child transfers to a new school, SEND records will be transferred securely to the new school.

Working in Partnership with Pupils and Their Families

At Bournville Village Primary School, we recognise the value of working in partnership with parents of children with special educational needs in order to achieve the best outcomes for them. As a school, we strive to ensure a high level of communication with parents so that they feel well informed about what is happening in school and how their child is progressing. This includes:

- Regular meetings with SENDCo and class teacher
- Regular curriculum information and newsletters to inform parents of what will be going on during the term
- Information on the school website
- Parents' evenings
- SEND Reviews
- Parents' views on pupil profiles/annual review documents

We encourage parents of children with SEND to talk to their child's class teacher regularly so that we know what they are doing at home and we can tell parents what they are doing in school. We will ask all parents to contribute to their child's pupil profile, a copy of which will be sent home.

We also have a variety of other methods of communication with parents according to the needs of the individual child. This can include phone calls, school planner, letters or certificates home.

The SEND Information Report, available on the school website, gives details of support organisations which exist to provide additional help and advice to parents and carers of children with SEND.

Accessibility

Bournville Village Primary School is comprised of two listed Victorian buildings and a third building, which was erected in 1940. Due to the sloped nature of the school site, these buildings are on multiple levels.

George Building (Key Stage 2) is wheelchair accessible, for the ground level rooms, via a side entrance (accessed via the playground or car park). An external lift allows access to the lower, dining room and library level of George Building for individuals who are unable to use stairs e.g. wheelchair users.

There are two fully accessible toilets, one in George building and the other in Cadbury building (Reception).

Both lower-level buildings, Elizabeth (Key Stage 1) and Cadbury, have wheelchair accessible entrances, which can be reached via the sloped playground or the lower road entrance gate.

There are areas within the George and Elizabeth buildings which are not wheelchair accessible. However, we endeavour to limit, as much as reasonably possible, the impact this may have on pupils, staff and visitors with mobility difficulties.

Please see our accessibility plan for further details.

Admission Arrangements

These are in line with the school's Admissions Policy. A child with SEND but without an EHC Plan will not be refused a place solely on the grounds of their special educational needs.

Arrangements for Handling Concerns about SEND Provision

At Bournville Village Primary School, we are committed to working in partnership with parents and children to meet the needs of all children with special educational needs.

If parents were to have a question or concern about the provision for a child with special educational needs, in the first instance, we would encourage them to contact their child's class teacher and / or the school SENDCo.

In the event that the concern is not resolved, we would request that they contact the Head of Inclusion, who will liaise with the class teacher, SENDCo and parents to secure a resolution.

If they still have concerns, the next step would be to contact the Head Teacher by telephoning the school office or writing a letter marked for her attention. The school and Governing Board take complaints seriously and will do everything they can to resolve the issue quickly.

In the unlikely event the concern is not resolved, and having followed all the steps above, contact the Chair of Governors, in line with the Complaints Procedure.

Reviewing the Policy

The SEND policy is reviewed every year.