



Special Educational Needs & Disability Policy

Date ratified by Governing Body: October 2023

Reviewed September 2023

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Chair of Governors Signature:

Date signed:

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Context

Oldswinford Church of England Primary School (OCEPS) is a voluntary controlled primary school within the diocese of Worcester. We are a much larger than average primary school averaging 420 pupils on roll. Children from Reception to Year 6 are taught in two classes in each year group. OCEPS is a popular school which is consistently over-subscribed.

"The pupils are polite, courteous, confident, articulate and keen to do their best. Children feel safe in school, and have great confidence in their teachers and other adults in school to help with any problems they have." Ofsted January 2018.

Vision, Values & Ethos

We fully embrace our distinctive church school ethos and wholeheartedly promote the whole child and the fullness of life, as set out in our ethos, vision and values:

'Believe, achieve and shine brighter together'

At Oldswinford Church of England Primary School we believe that there is a light which shines within each of us – a light that has been given to us by God, which we should use to help us achieve great things.

We believe it is our job to help that light to shine in all that we do and all that we try to do.

Believe

'Everything is possible for one who believes'

Mark 9:23

As a Church of England school we offer all children an invitation into the Christian faith, a chance for them to develop spiritually as well as intellectually, socially and morally. We want children to believe in their own abilities, to persevere when things are tough and we encourage them to aim high and follow their dreams. We want them to have the confidence to stand up to injustices and to make wise choices.

Achieve

'Whatever you do, work at it with all your heart'

Colossians 3:23

We have high aspirations for all our learners and believe that every child should have the chance to reach their potential. We recognise that achievements come in many guises and we look to celebrate each child's individual talents. We want to ensure our children are prepared for the next steps in their learning journey and they have all the skills they need to flourish and be happy.

Shine brighter together

'Let your light shine for others, so they may see your good works'

Matthew 5:16

We believe that we all belong to one big family and each of us has a special part to play. We understand the need for our children to be responsible citizens especially when caring about our world and the people around us. As individuals, we are unique and special but together, with God, we can be exceptional.

Our vision and 7 key Christian values of love, respect, trust, courage, forgiveness, generosity and joy enable us to *'believe, achieve and shine brighter together'*.

1. Our Commitment to SEND

Oldswinford Church of England Primary School (OCEPS) is an inclusive school. We are committed to ensuring that all children flourish by providing a broad, balanced and relevant curriculum of the highest quality to all our pupils, whatever their needs and abilities. We recognise that special educational needs may be experienced throughout or at any time during a child's school life.

Our aims and expectations for pupils with Special Educational Needs and Disabilities (SEND) are the same as those for all students. We endeavour to raise achievement, remove barriers and celebrate success for all by focusing on high aspirations and improving outcomes. We do this through living out our vision and values, by nurturing and empowering children, responding to their voice and developing a positive self-esteem.

It is our policy that staff, pupils and parents work in partnership to support the education and well-being of children with SEND.

2. Aims

We aim to provide every child with access to a broad and balanced education. This includes the delivery of the National Curriculum (2014), in line with the Special Educational Need Code of Practice 0-25 Guidance (2014).

- To ensure that the needs of all pupils are met.
- To raise the aspirations and expectations of all pupils with SEND.
- To ensure that every teacher is a teacher of every child, including those with special educational needs or disabilities.
- To improve outcomes for children with SEND.
- To provide equal opportunities for all.

3. Objectives

We plan to meet the aims of the policy by:

- Seeking to identify the needs of pupils with SEN as early as possible.
- Monitoring the progress of all pupils in order to aid the identification of pupils with SEN. On-going monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Making appropriate provision to overcome barriers to learning and ensure pupils with SEN have full access to the National Curriculum, ensuring effective use of resources.
- Raising the self-esteem of children facing challenges
- Providing training for staff to better meet the needs of children with SEND.
- Working 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 SEN procedures and practices and providing regular feedback on their child's progress.
- Working with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- Creating a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals.

4. Identification of Pupil Needs

At Oldswinford Church of England Primary School we adopt the definition of SEND as stated in the Special Educational Need Code of Practice 0-25 Guidance (2014).

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

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

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

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 provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition and added to the school’s register.

Within school, pupils with SEND are identified on the school SEND register so that provision to meet their needs can be routinely planned for. As children progress, they may be taken off the SEND register when their needs no longer require special educational provision. The final decision as to whether to include or remove a child on/from the school’s SEN register lies with the headteacher.

There are other factors which impact upon progress and attainment. These include:

- Disability (the Code of Practice outlines that ‘reasonable adjustment’ duty for all schools provided under current Disability Equality legislation – these alone do not constitute SEN).
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of pupil premium grant
- Being a looked after child
- Being a child of serviceman/woman
- The effects of the COVID-19 pandemic

A clear and defined system for identifying and acting upon SEND is set out in the Code of Practice. Where it is determined that a pupil does have SEND, parents will be formally advised of this and the pupil will be added to the school’s SEND register.

5. SEND Categories

Pupils with SEND may have needs in one or more of the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Some pupils have difficulties that fit clearly into one of these areas; some have needs that span two or more areas.

5.1 Communication & Interaction

Pupils with SEND may have difficulties in one or more of the areas of speech, language and communication. Those with speech, language and communication needs cover the whole ability range. They may find it more difficult to be understood, pronounce words or sounds clearly, or have problems expressing themselves. They may find it hard to follow instructions or understand explanations due to poor understanding of vocabulary and/or word meaning. These difficulties may become increasingly apparent as the language they need to understand becomes more abstract and complex.

Children with Autism Spectrum Disorder (ASD) have difficulty in making sense of the world in the same way that neuro-typical children do. Autism is a lifelong developmental disability which affects how people communicate and interact with the world. They may have difficulties with communication, social interaction and imagination which can impact on how they relate with others.

5.2 Cognition & Learning

Pupils with learning difficulties will learn at a slower pace than their peers. They may find it more difficult to acquire basic literacy and numeracy skills or in understanding concepts. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed skills. Pupils who have a learning difficulty may need more detailed differentiation and the curriculum set out in smaller steps. They may need more practical activities than their peers to support the development of abstract concepts. Pupils with a learning difficulty are at increased risk of developing mental health issues and may therefore need additional support with their social development, self-esteem or emotional well-being.

Pupils with **severe learning difficulties** (SLD) have significant intellectual or cognitive impairments and are likely to need support in all areas of the curriculum.

Pupils with **profound and multiple learning difficulties** (PMLD) have severe and complex learning difficulties as well as significant other difficulties such as a physical disability or a sensory impairment. They are likely to need sensory stimulation and a curriculum broken down into very small steps.

Pupils with a **specific learning difficulty** (SpLD) may have difficulty with one or more aspects of learning. Included within the term SpLD are conditions such as dyslexia (difficulties with reading and spelling) and dyscalculia (difficulties with maths.) A discrepancy between achievement and general intellectual ability may indicate that a child has a SpLD, although they can occur across the whole ability range.

5.3 Social, Emotional & Mental Health

For some pupils, difficulties in their emotional and social development can mean that they require different provision for them to achieve their full potential. They may have under-developed social skills and find it difficult to make and sustain healthy relationships.

Children can experience a wide range and degree of mental health problems which could manifest as difficulties such as anxiety, depression, self-harming or eating disorders. They may become withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviour.

Some pupils may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), oppositional defiant disorder (ODD) attachment disorder or autistic spectrum disorder (ASD).

5.4 Sensory and/or Physical Needs

There is a wide range of sensory and physical difficulties that can affect pupils across the ability range. These may include visual impairments, hearing impairments, multi-sensory impairments or physical disabilities. Some students require minor adaptations to the curriculum or physical environment. Many adaptations may be required as 'reasonable adjustments' under the Equality Act 2010.

Some pupils with sensory and/or physical needs require special educational provision and they should be identified as having SEND.

6. SEN Provision

SEN provision at OCEPS is classified in 'waves' which enables us to meet our aims. The school uses the Edukey Provision Map programme to devise individual, group and school plans and overviews.

6.1 Wave 1 - Quality First Teaching- Universal Provision for all children including vulnerable learners

At OCEPS, we aim to make high quality teaching routinely available to all children in all classes in order to reduce the need for SEN provision. This is known as 'Quality First Teaching' and is part of our Wave 1: universal provision. Universal provision is based on inclusive approaches to teaching and learning which benefit all children but are essential for those with SEN. Teachers are expected to deliver high quality teaching that is scaffolded, differentiated and personalised to meet the individual needs of children. Assessment of learning will provide continuous evidence of children's progress and focussed feedback sessions are used to address misconceptions and prevent gaps in learning from occurring.

The learning and attainment of all pupils is carefully monitored on a daily basis by the class teacher, and regularly throughout the year by the Senior Leadership Team (SLT.) Any pupils who fall significantly outside the range of expected academic achievement will be identified as a cause for concern and their progress be monitored by the SENCO and SLT at Pupil Progress Meetings. Class teachers will take steps to provide differentiated learning opportunities that will aid the pupil's progress and enable the teacher to better understand the provision and teaching style that needs to be applied. Class teachers will inform parents of any concerns and the action the school is taking. Parents/ carers are encouraged to share information and knowledge with the school.

Vulnerable learners may be identified for a variety of reasons. A child may have a barrier to learning such as a hearing impairment. They may have a specific learning difficulty such as dyslexia, but have strategies which enable them to achieve successfully. With reasonable adjustments such as a specific/specialist resource or 'Dyslexia Friendly Good Practice', their needs can continue to be met through Quality First Teaching. They will be monitored by the SENCO through discussions with the class teacher and the implementation of a personalised provision plan or pupil passport if necessary.

Wave 1 Provision			
Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Physical & Sensory
- Total Communication Environment - Subject Specific Vocabulary - Talk Partners - Collaborative Group Work - Chunking/ simplifying language and instructions - Sentence Stems - Talk for Writing - Widgit Symbols	- Quality 1st Teaching - Differentiation - Visual Timetable - Growth Mindset - Forest School /Outdoor Learning - Curriculum Enrichment - TA support in class - Focussed Feedback - Scaffolded Learning - Manipulatives & Practical Resources - Dyslexia Friendly Good Practice - Staff CPD - Rising Stars/ Phonics - White Rose Maths - Talk for Writing - Spelling Shed - Book Talk - Working Walls - Additional time to complete tasks	- Well-Being Golden Thread - Mental Health School Leader - School Vision and Values - Collective Worship - Mindfulness Provision 5 Ways to Well-Being - Growth Mindset - Staff Well-Being - Behaviour & Anti-Bullying Policy - Key Worker Provision - Rewards and Awards - Pupil Leadership Groups - Mental Health Week Focus - PSHE policy - Anti-Bullying Ambassadors - Well-Being Warriors - Motional Surveys	- Movement breaks - Brain breaks - Fine and gross motor skills provision - Kinetic letters - Sound system - Multi-sensory teaching approaches - Physio/HI/VI/PIMIS leading to reasonable adjustments - Individual Risk Assessment - Medical register - Care Plan - Fidget Toys - Nut-Free School - Natasha's Law

6.2 Wave 2- SEND Support - Targeted Provision of intervention for some targeted learners

Some children, despite having access to Quality First Teaching - Wave 1 provision, may be identified as having a need for additional help at Wave 2. These interventions may be classed as specific, additional or time-limited and will be targeted to close gaps and accelerate key points of learning. This may be offered through interventions in small groups, pairs or one-to-one and may result in time out of the classroom for specified targeted support. In such instances, parents/carers will be informed and a learning support plan (LSP) will be created which specifies the details of the intervention including a baseline assessment. LSPs will be reviewed for impact as part of the graduated approach (see section 7.) Dependent upon the outcomes of the interventions, a decision will be made whether or not to add the child to the school's SEN register.

Outside agency support and advice may be sought at Wave 2. Recommendations/ outcomes of the advice resulting in a school-led intervention will usually remain within Wave 2 provision.

Wave 2 Provision			
Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Physical & Sensory
• Nuffield Early Language Intervention (NELI) • Speech & Language Screening • Socially Speaking Interventions • Get Talking Intervention • Speech & Language referral for sound production • Speech & Language programme (TA delivered) • Autism Outreach caseload	• ICT equipment/ laptop/ i-pad • EP advice/ assessment • LSS advice/ screening/ assessment • Maths interventions (The Number Box, Numicon, Mastering Number) • Reading Interventions (Lexia, Astro Books, Phonics, Comprehension) • Writing Interventions (colourful semantics, personalised spelling) • Pre-teaching • Tutoring • 1-1 reading • 1-1 Interventions (Toe-by-Toe, Stareway, The Power of 2, Plus 1) • Personal laptop or ipad	• Nurture Forest School • Specialist Counselling • Bereavement Support • Self-Esteem Support • Reflexions • Therapeutic Play • Play Therapy • Lego Therapy • Circle of Friends • ELSA emotions intervention • Young Carers support • School Nurse referral (Positive Steps; Triple P; eating/sleep disorders) • Learning Support Plan • Ed Psyche advice/ assessment • SENCO monitoring • Sycamore Behaviour Support	• Get Moving • Handwriting Intervention • Touch-Typing training • OT/ Physio/HI/ VI recommended school-led programme • Cherry Tree Home Learning • PEEP

6.3 Wave 3 -Specialist SEND Provision – Intensive provision for a few targeted learners with complex needs

A minority of children will access Wave 3 specialist provision when they either have: multiple or complex needs that require a high level of individual support; have not made sufficient progress following Wave 2 provision and/or require assessment and monitoring from an outside agency. Pupils requiring this level of support will either have a statutory Education Health Care Plan (EHCP) or Individual Support Plan (ISP.) Provision will be highly tailored to the needs of the individual student to enable them to fulfil their potential.

Wave 3 Provision			
Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Physical & Sensory
• PECS • Autism Outreach monitoring • Speech & Language senior therapist referral & programme	• Ed Psyche assessment and monitoring • LSS assessment and monitoring • Diagnostic assessment • Individual Provision Map • Scribe • TEACCH approach • DAPA assessment	• CAMHS referral/ assessment • Ed Psyche assessment • SEN register • SENCO supervision	• OT assessment with on-going support • Personalised Sensory Diet • Specialist ICT hardware/software • Specialist equipment (e.g. wheelchair) • HI/VI/OT/ PIMIS assessment leading to specialist provision • Some individual support to access curriculum activities • PEEP

6.4 Liaising with External Agencies

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND. Services which may draw upon include:

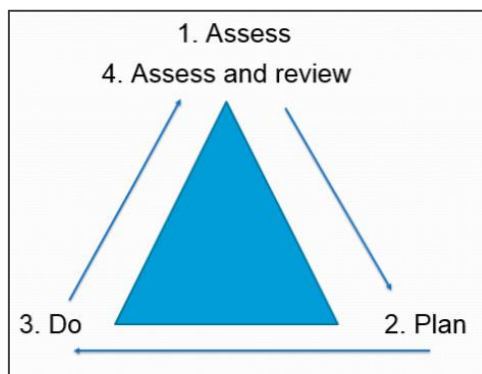
- The LA's specialist advisory services for children with learning difficulties (Learning Support Team)
- Language and communication difficulties (Speech & Language Support Service)
- Behavioural, emotional and social difficulties (PRUs)
- Sensory impairments (PIMIS – Physical Impairment and Medical Inclusion Service)
- Autistic Spectrum (AS) (Autism Outreach)
- Educational Psychology Service
- School Nurse
- Pre-school Special Needs Service
- Visual Impairment
- Hearing Impairment
- Home and Hospital (Cherry Tree)
- CAMHS
- Physiotherapy
- Occupational Therapy
- Social Care
- Dudley Counselling

Referrals to these services will be made by the SENCO in discussion with class teachers and will always be shared and agreed with parents/carers.

7. A Graduated Approach to SEND Support

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning and facilitate progress. Wave 2 & 3 interventions form part of a graduated approach to the provision. This consists of a four part cycle:

***Assess *Plan *Do *Review**



This is an on-going cycle to enable provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions and strategies which are most effective in supporting the pupil to achieve. This cycle will be implemented in consultation with parents/carers and pupils, and will be reviewed at agreed points throughout the year.

7.1 Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

7.2 Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

7.3 Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

7.4 Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

8. Education, Health Care Plans (EHCP)

8.1 Referral for an EHCP

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the 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 will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals
- Any other external agency or service working with the child

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 group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<https://dudleyci.co.uk/send-local-offer>

or by contacting Dudley Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) on:

01384 817373

8.2 Awarding an EHCP

Following Statutory Assessment, an EHCP will be provided by Dudley County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHCP 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, for example, reducing or increasing levels of support.

9. Roles and Responsibilities

9.1 SEND Link Governor: Mrs Sue Hodson

The SEND Governor takes a lead governance role in relation to the governing board's responsibilities under the special educational needs and disability (SEND) Code of Practice and related legislation. A key part of the role is to ensure the governing board gives appropriate consideration to SEND during its strategic discussion, including relating to attendance, behaviour, curriculum, extra-curricular activities and educational visits and during budget setting.

Specific functions for the SEND governor include:

- To monitor the progress being made towards achieving any targets relating to the school's SEND provision, as detailed in the school's development plan
- To ensure that the school has appointed a suitably qualified SENCO and that this person has sufficient time, training, and resources to carry out their role
- To monitor that the school's staff are being trained and allocated time/resources as appropriate to enable them to achieve best impact from the provision they are delivering.
- To monitor that the school is making special educational provision for any pupil with SEND, and that, through the curriculum and provision being given, the school is meeting the needs of its pupils with SEND.
- To monitor that all pupils with SEND join in with the everyday activities of the school together with the children without SEND
- To monitor that the school is making reasonable adjustments in line with the Equality Act 2010
- To ensure and monitor that the voice of pupils with SEND and their parents is truly heard and appropriately responded to.
- To monitor the progress of pupils with SEND
- To monitor that the school keeps up-to-date and accurate records relating to its provision and the progress of pupils with SEND.
- To monitor that the school has a suitable and up-to-date SEN information report and SEN policy which is brought to FGB for ratification after any school update, and that these documents are published on the school's website.
- To monitor that the school does not operate in isolation and has built appropriate links with agencies available to support children and families.

9.2 Special Educational Needs & Disability Co-ordinators (SENCOs): Mrs Jo Seker & Mrs Lucy Bedford

Following a review of roles in March 2022, the school now has two designated SENCOs. Mrs Seker is SENCO leading teaching and learning and Mrs Bedford is SENCO leading mental health and well-being. Despite having allocated responsibilities, both SENCOs work collaboratively as there inevitably tends to be inter-related needs across a number of areas. See below for allocation of roles and responsibilities:

Mrs Seker- SENCO: Teaching & Learning	Mrs Bedford: SENCO: Mental Health & Well-Being
Provision and Progress SEN register TA deployment EHCP applications & reviews Behaviour/ Behaviour for Learning Agency Links: • Learning Support Service • Educational Psychologist • Autism Outreach • Speech & Language • Occupational Therapy • Physical Impairment & Inclusion Service • Sycamore Behaviour Support • Inclusive Pathways	Mental Health Lead Well-Being Pastoral Support Bereavement Support Disability Register Agency Links: • Specialist Counsellor • CAMHS • Young Carers • School Nurse • Hearing Impairment • Visual Impairment • Reflexions • Home & Hospital (Cherry Tree)
<u>Joint Responsibilities:</u> • Act as champions for children with SEND • Strategic direction of SEND across the school through school improvement planning, monitoring and evaluation • Support and advise staff in the identification of SEND and the provision for pupils • Development of relevant policies • Devise and monitor record keeping for all children with SEND • Management of SEN budget and resources • Point of contact and support for parents, signposting parents to relevant support and agencies • Reporting to governors • Co-ordinate and liaise with outside agencies for their provision, referrals, assessments and reviews • Attendance at SEND forum, keeping up to date with legislation and training • Plan relevant CPD for staff • Key Worker allocation	

9.3 Teachers

Class teachers are in the best position to provide a safe learning environment for all children, especially those with SEND. They work with the children every day and should gain a robust understanding of their strengths and needs. In their day-to-day roles, they:

- Are accountable for the progress and daily provision, assessment and resourcing of SEND pupils in their class;
- Implement strategies and resources identified from assessments and those recorded on plans and profiles;
- Review and update provision plans as part of the graduated approach;
- Discuss/refer concerns to SENCO, including those raised by parents and carers;
- Seek advice from SENCO;
- Respond to pupils' views and amend planning accordingly;
- Are the first point of contact for parents and carers;
- Report progress and updates to parents;
- Collaborate with SENCO to collate and record information required to make referrals to external agencies;
- Refer any questionnaires/ documentation requests from parents/carers and outside agencies to SENCO;
- Adhere to the contents of the SEND policy;
- Participate in relevant training.

9.4 Teaching Assistants

Our TAs are an integral part of our teaching staff, especially in terms of supporting children's additional needs. Our TAs provide support for children with social, emotional or behavioural difficulties. They provide a safe and secure environment for children to talk to an adult, particularly for those children who have low self-esteem, poor social skills or feel differently from their peers.

Their work is carried out under the direction of the class teacher, SENCO and/or external agencies. Dependent on their role, TAs have an array of responsibilities which may include:

- Supporting the learning of targeted pupils in the classroom;
- Leading a focussed group task or intervention programme such as reading, maths, social skills;
- Providing evidence of pupil achievement through observations, record-keeping and liaising with teachers;
- Working with small groups or 1-1 on targets set in LSPs, ISPs, Pupil Passports;
- 1-1 support for children with complex needs that require a high level of individual support;
- Preparing relevant resources to support and meet needs;
- Participating in relevant training;

9.5 Children

The children are at the heart of everything we do. As such, we value their voice and provide opportunities to tailor their needs accordingly. We endeavour to capture pupil voice and views in a variety of ways, dependent upon their age, level of development and ability to communicate. We encourage and support them to:

- Communicate their views and needs;
- Seek out an adult when they require emotional support;
- Develop a growth mindset, demonstrating perseverance and resilience when faced with challenges;
- Manage their own needs and develop independence wherever possible;
- Engage in learning activities to the best of their ability;

9.6 Parents/Carers

Working in partnership with parents and carers is key as both school and home share the same priority: the best interests of the child. We recognise that parenting a child with SEND can often feel isolating, with many barriers to overcome. We want our families to know that they have our support and that they are not alone. Therefore, we ask that parents and carers:

- Discuss initial SEN concerns/issues with their child's class teacher;
- Liaise directly with class teachers regarding ongoing needs, programme and provision;
- Work in partnership with school to support their children's needs;
- Inform the SENCO of their child's officially diagnosed conditions and updates/changes;
- Attend EHCP reviews annually or bi-annually when applicable;
- Attend meetings with outside agencies when appropriate;
- Seek advice from SENCO with regards to additional information sought for processes and support, eg EHCP processes, CAMHs referrals and self-referrals.

10. Safeguarding Children with SEND

In line with the school's safeguarding and child protection policy, "We give special consideration to children who have special educational needs (SEN) or disabilities."

We recognise that pupils with special educational needs and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils;
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers;
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or the consequences of doing so;

As such, staff are always vigilant to signs of abuse. Our children benefit from being in a 'Total Communication Environment' (TCE) which supports them in their understanding and enables them to express themselves in a variety of ways that don't always depend on spoken language alone.

We offer extra pastoral support for pupils with SEN and disabilities. This includes a key worker and/or a pupil passport where appropriate. Our staff are committed to supporting the emotional and social needs of pupils, building positive and caring relationships to enable this support to take place. If we feel a pupil would benefit from some short term extra support, we offer a range of support and interventions such as coaching, Lego therapy, therapeutic play, Play Therapy, bereavement support and self-esteem coaching. If after this support, we still feel more specialised support is needed we may employ a counsellor for further short term support. We also have access to an Educational Psychologist who will provide even further support for the few children who need this level of professional, psychological guidance.

The school takes many steps to ensure and mitigate the risk of bullying of all learners. We have a comprehensive anti-bullying policy available to staff and parents, as well as trained, peer support through our Anti-Bullying Ambassadors.' While no school can ever guarantee bullying will not take place, our staff are experienced in recognising the signs and will take appropriate action to investigate and take appropriate action. We are a listening and approachable school. We welcome children and parents discussing any concerns with us at an early stage, so we can support and take appropriate action as soon as possible.

11. Admission and Inclusion Arrangements

The school's admissions criteria does not discriminate against pupils with special education needs and/or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice which accompany the SEN and Disability Act.

The school follows the current admissions criteria as laid down in the Dudley LA admissions team, which is available to all parents. Provided there is a place available within the appropriate year group, all children will be admitted whatever their learning ability.

Parents or carers seeking the admission of a pupil in receipt of a Statement of Special Educational Needs/EHCP must do so through the Dudley LA's SEN Team, who will arrange the appropriate consultation with the school's Governing Body regarding admission.

12. Transition

Intra-School Transition: At the end of each academic year, class teachers host transition meetings to pass on relevant documentation and key information about all pupils. In relation to pupils with SEND, this also includes:

- Individual Pupil Passports where applicable
- Annotated reports, EHCPs, plans with updated progress, strategies and provisions
- Information with regards to seating, friendships, successful strategies, key resources

Inter-School/Nursery to School Transfers: Records are received from previous schools/year group and passed to class teachers and the SEN team. Where appropriate, further meetings between and home may take place and an enhanced transition may be arranged.

Transfer to Secondary School: The SENCO or Assistant Headteacher (AHT) meets with Secondary SENCOs to discuss the Special Educational Needs of children moving to Year 7. All records are passed onto Secondary SENCOs.

13. Accessibility

The school complies with all the relevant accessibility requirements. Please see the school's Accessibility Plan for more details.

14. Supporting Children 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 SEN and may have a statement or EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Children with medical conditions will not be recorded on the SEN register for medical needs alone. For more information, please read our Medical Conditions policy on our website.

15. Monitoring and Evaluating SEND

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

16. Training and Resources

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENCOs attend relevant SEND courses, including Dudley's SENCO network meetings, in order to keep up to date with Local and National updates in SEND.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCOs, with the senior leadership team, ensure that training opportunities are matched to school development priorities.

17. Arrangements for coordinating SEN provision

All staff can access:

- SEN Policy
- A copy of the full SEN Register
- Guidance on identification of SEN in the Code of Practice
- Information on individual pupils' special educational needs, including pupil passports, EHCPs, outside agency reports, Learning Support Plans, Personalised Provision Plans.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Dudley's SEND Local Offer
- In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.
- This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN provision.

18. Complaints Procedure

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 Headteacher or SENCO, who will be able to advise on formal procedures for complaint.