



Southridge First School

SEND Policy and Information Report

Special Educational Needs and Disabilities Policy and Information Report

1 POLICY STATEMENT

This policy is in line with the Special Educational Needs and Disability Code of Practice 2015 and is designed to provide a clear framework for its implementation in our school.

2 OBJECTIVES OF THE GOVERNING BODY IN MAKING PROVISION FOR CHILDREN WITH SEND (Special Educational Needs and Disabilities)

- Have due regard to the SEND Code of Practice when carrying out its duties • Ensure that all Governors, especially the SEND Governor/s are up to date and knowledgeable about the school's SEND policy
- Ensure that SEND is an integral part of development planning
- Ensure the quality of SEND provision is continually monitored
- Ensure that parents are notified of decisions that SEND provisions are being made for their child
- Ensure that the views of parents and carers of pupils with SEND are actively sought • Do its best to ensure that the necessary provision is made for any pupil who has SEND • Ensure that the needs of children are made known to those staff who are likely to work with them
- Ensure that all staff are aware of the importance of early identification and providing for those pupils with SEND
- Ensure that pupils with SEND join in with the activities of the school together with pupils who do not have SEND in so far as is reasonably practical and compatible with the pupil's needs and also for the efficient education of pupils with whom they are educated and the efficient use of

resources generally.

- The School and the Governing Body recognises its duty to support the LA to discharge its duty under section 22 of the Children's Act to promote a looked-after children's achievement.

3 FUNDAMENTAL PRINCIPLES

The school is committed to equality of opportunity and provides full access to the National Curriculum for all pupils, including those with special educational needs and disabilities with modification as appropriate.

A child or young person has special educational needs (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 (D) 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

The Code of Practice recognises that children with SEND may have difficulties in one or more of the following categories:

Cognition and learning

- Specific Learning difficulties (Including dyslexia, dyscalculia and dyspraxia)
- Moderate Learning Difficulties
- Severe Learning Difficulties
- Profound and Multiple Learning Difficulties

Social, emotional and mental health difficulties (SEMH)

- Anxiety or depression
- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attachment Disorder

Communication and interaction

- Speech, Language and Communication Needs
- Autistic Spectrum Disorder

Sensory and/or physical

- Hearing Impairment
- Vision Impairment
- Physical disability
- Multi-sensory Impairment

4 INTENT, IMPLEMENTATION, AND IMPACT

4.1 INTENT

To identify through appropriate assessment those pupils with special educational needs and disabilities.

To ensure that all pupils have access to a broad, balanced and relevant curriculum through a range of educational opportunities.

To ensure that all pupils receive an education appropriate to their age, aptitude and ability. To

ensure that SEND provision in the school is effective in meeting the needs of pupils with SEND.

To ensure that every effort is made to allow all pupils with SEND to experience educational success and to feel a valued member of Southridge First School

To ensure that all pupils enjoy equality of educational opportunity through the planning, organisation and implementation of an appropriately modified curriculum.

To ensure that any children with a physical disability receive the necessary additional ongoing support and equipment to access all the opportunities available to their peers.

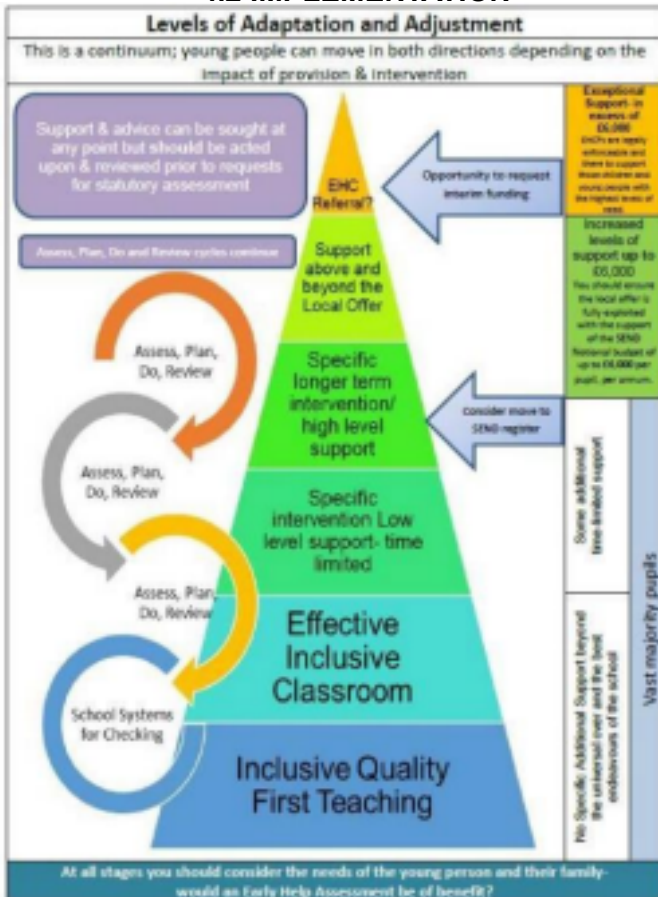
To recognise and allow for individual differences between pupils, understanding that: •

Children develop intellectually, emotionally and physically at different rates. • Children's needs change with time and circumstances.

• Educational provision must be adapted to keep pace with these changes

To ensure that the views of the child are sought as appropriate.

4.2 IMPLEMENTATION



the graduated response framework to support those with

In line with the SEND Code of Practice, the graduated approach begins with high quality, inclusive class based teaching from which the vast majority of children will make good progress.

Children who are identified as needing more support will benefit from the **Assess, Plan, Do, Review** cycle where their needs are accurately assessed and evidence based strategies are put in place for their support.

In Southridge First School, these plans are known as individual education plans (IEPs). We liaise with parents in the setting and reviewing of targets, a cycle which usually takes place once a term.

Assess

All teachers are responsible for identifying pupils with SEND.

The class teacher, working with the support and guidance of the SENDCO, has responsibility for the prompt identification of those pupils who may have special educational needs.

Whether or not a pupil is making progress is seen as a significant factor in considering the need for

SEND provision. Teachers may use any of the following as a means to identify a need;

- evidence obtained by teacher observation/assessment
- their performance in National Curriculum age related expectations
- standardised screening or assessment tools, such as Sandwell Numeracy Assessment. Salford Reading test, SATS etc. records from pupil's previous school
- information from parents/carers.
- information from health professionals such as paediatricians and health visitors

A pupil's individual needs will be assessed as soon as cause for concern has been raised.

Assessments will always take place within school and will take different forms according to the identified area of need.

When it is considered necessary, colleagues from the following support services may be invited to help assess and provide targets for pupils with SEND;

- Dyslexia /Dyscalculia Team
- Educational Psychologists
- Behavioural support services
- Speech therapists
- Language and Communication team
- CAMHS [Child and Adolescent Mental Health Service]

Parents will always be informed before such a referral takes place and will be provided with a detailed report of the findings.

In addition, important links are in place with the following organisations:

- School Attendance Officer
- School Nurse
- Children's Services

Plan

Class teachers will create a bespoke plan (IEP) to meet the needs of the child once the assessments have been completed and the area of need is clear.

The targets included in the plan will be SMART (Specific, Measurable, Achievable, Relevant and Time bound).

If a professional outside agency has provided a report and recommendations, those recommendations will be reflected in the IEP targets.

Class teachers create a Pupil Passport with every child who requires adjustments to their learning in class. The passport is used to ascertain the child's views on how they learn best and the information gathered will be used to inform classroom practice. The passport will be kept in the 'Class Information' folder to share with visiting teachers in order that provision is consistently applied in the correct manner for each child.

Parents are encouraged to take an active role in the planning process and will be invited to read and discuss the IEP with the class teacher before it is implemented.

Do

The SENDCO will ensure that the school provides appropriate support to those with special educational needs and disabilities.

The class teacher remains responsible for working with the child on a daily basis as well as for their progress and attainment.

Because every child is different, the means of support will differ according to their particular need. Types of support may include (but not be limited to);

- Differentiated tasks to complete in class
- Pre-teaching sessions
- Time-limited 1:1 or small group interventions, led by a teacher or a teaching assistant outside of whole class teaching
- 1:1 or small group adult support in class
- Support from specialists within class or as a part of a withdrawal programme.

Review

Class teachers will assess the progress made towards each of the IEP targets termly. Teacher's will use a range of strategies to make their assessments, most of which will form part of their normal classroom practice. In most cases, children will not be aware that an assessment has been carried out.

The IEP review will be shared with parents, and the next steps agreed.

The effectiveness of interventions and the impact they have on pupil progress will be evaluated regularly by the SENDCO and the senior leadership team (SLT).

Pupil Passports will be reviewed annually as part of the transition process.

If an outside professional agency is involved and has set targets in their report, they will come into school to assess the child's progress towards those targets. This process is separate to the IEP review and will often require the child to be withdrawn from class for a short period of time. Findings from these assessments will be shared directly with parents at whichever point in the academic year they occur.

English as an Additional Language (EAL)

Particular care is taken with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from SEND. It will be necessary to assess their proficiency in English before planning any additional support that may be required. The school may choose to employ the services of the Ethnic Minority and Traveller Achievement Service (EMTAS) team which forms part of the Local Offer to support pupils with EAL.

Education, Health and Care Plans (EHCPs)

SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment.

EHC plans identify educational, health and social needs and set out the additional support to meet those needs. The assessment for an EHC plan is conducted by the Local Authority. The review schedule is annual for children aged 5 and over, and 6 monthly for those under 5 years of age.

Record Keeping

The school will record the steps taken to meet pupils' individual needs. The SENDCO will ensure that records are accurately maintained through individual education plans (IEP's) and review cycle.

Each class teacher keeps a copy of the IEP and other relevant documentation.

The SENDCO also keeps master copies in a locked cupboard in the main office.

Parents are also given copies of the IEP and any other relevant documentation.

In addition to these records a pupil's profile may also contain:

- information from a previous school
- information from parents
- information on progress and behaviour
- pupil's own perception of difficulties (pupil participation)
- information from health/social services
- information from other agencies

4.3 IMPACT

At Southridge First School we believe that all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfillment of potential.

We believe our approach to SEND support will enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into the next phase of their education.

5 ADMISSIONS

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND. It has due regard for the practice advocated in the Code of Practice, in that 'All schools should admit pupils with already identified special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs but without EHC Plans must be treated as fairly as all other applicants for admission'

- However the Governing Body reserves the right to refuse a pupil admission if it is felt that their particular educational needs cannot be adequately met within the school or if their level of need is severe or if they could cause a danger to themselves or others around them.

The Disability Code of Practice states that it is illegal for schools to discriminate against prospective and current pupils because of a disability. This disability could be physical, learning or behavioural. Therefore for all aspects of school life including admissions, governing bodies cannot treat disabled pupils less favourably and need to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

The Governing Body of Southridge First School has a duty to plan to increase the accessibility of the school by producing an Accessibility Plan. (The School has produced a Single Equality Scheme and Action Plan which encompasses the Accessibility Plan)

This plan covers the improvement of the physical environment for disabled pupils; increasing the extent to which disabled pupils can participate in the curriculum and improve the information provided to pupils with a disability in formats which take account of views expressed by pupils/ parents. It ensures that pupils are not put at a substantial disadvantage in comparison to pupils who are not disabled. This is known as the 'reasonable adjustment' duty.

Children with SEN who are 'Looked After' by the LA are admitted to Southridge in line with the LA admissions criteria.

6 THE SEND CO-ORDINATOR

The designated teacher responsible for the day to day operation of the SEND policy is Mrs Statham (SENDCO). Mrs Statham can be contacted through the school office telephone number 0191 917 6665, by letter or by personal appointment. Teaching staff are always happy to discuss the special needs of any pupil with their parents/carers.

7 GOVERNOR RESPONSIBLE FOR SEND

The Governor with responsibility for SEND is Mrs Instone. She can be contacted through Southridge First School office. Mrs Instone works closely with the SENDCO on the development and evaluation of the policy.

8 COMPLAINTS PROCEDURE

The Governing body is responsible for ensuring that any complaint is dealt with through the schools specified complaint procedure:

- Any parent unhappy with the SEND provision in school should first discuss their concerns with the class teacher.
- If parents remain concerned further discussion should take place with the SENDCO and head teacher.
- Further representation can then be made to the SEND Governor who can consider appropriate action with other members of the governing body.
- If parents still remain concerned they can refer to the Local Authority.

9 TRANSFER TO OTHER SCHOOLS

The school makes every effort to ensure a smooth transfer from one school to another for all pupils. To ensure the smooth transfer for pupils with SEND Southridge First School will:

- Ensure that all pupils are given the opportunity and are encouraged to visit the new school prior to entry. Special visiting arrangements can be made for those pupils with SEND
- Ensure that all pupils are given the opportunity and are encouraged to visit the middle school of their choice prior to entry. Special visiting arrangements can be made for those pupils with SEND if it is deemed appropriate. This usually happens throughout the final term in Y4.
- Ensure that all relevant information/records are sent promptly to receiving schools.
- Ensure that all teachers are given relevant information on pupils with SEND when they enter school.
- Invite staff from Middle Schools and Special Schools, where appropriate, to attend final annual review at Southridge First School for SEND pupils.

10 SPECIAL FACILITIES/DDA COMPLIANCE

The school is a single storey building and is easily accessible to users of wheelchairs. There are two disabled toilets in school with one being situated next to the school office and the other in Early Years. Ramp access for wheelchair users and those who have mobility difficulties, is available to the mobile buildings around the site and to most entrances.

11 INCLUSION

The school does not prioritise on the grounds of ability. If a child has a learning difficulty or physical disability for which specialist teaching or equipment is essential, but not available within the school's resources, then the school will liaise with the LA to secure the best possible resources so that, on admission, there can be immediate access to a broad and balanced curriculum.

The school operates an inclusive policy that endorses and supports the LA policy for Equal Opportunities and Inclusive education. The school seeks to provide effective learning opportunities for all pupils following the Foundation Stage and taking the National Curriculum as the main structure for our planning. Programmes of study are modified as necessary so that all pupils are offered appropriately challenging work according to their diverse learning needs.

12 SAFEGUARDING

We recognise that statistically children with SEND are more vulnerable to abuse. Children with language and communication difficulties may also be very vulnerable. School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment, language and communication difficulties and or emotional and behaviour problems should be particularly sensitive to signs of abuse.

13 RESOURCE ALLOCATION TO PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Funding to deliver a high-quality education to pupils with SEND is identified within the school budget allocation and is monitored by the LA and the Governing Body at regular Staffing and Finance Committee Meetings and at Budget monitoring and setting sessions.

Human Resources

Additional staffing is used for individual, small group and in class support. We have teaching assistants who are trained to deliver interventions such as Read, Write Inc., Fast Track phonics, the Dyslexia Program, Communicate and Regulate and Theraplay to support pupils who require a more bespoke curriculum.

Expertise and training of staff

Our SENDCo has experience in this role and is currently undertaking the National Award for Special Education Needs Coordination.

She is allocated time each week to manage SEND provision.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Whole staff training on SEND provision is undertaken regularly under the coordination of the SENDCo who regularly reviews need. If there is a specific need in a class or year group, specialist training is undertaken by the relevant staff.

The Governing Body will undertake a similar review of training needs.

The school's INSET needs will be included in the School Development Plan.

14 THE ROLE OF THE SENDCO

The SENDCO plays a crucial role in the school's SEND provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy.

Other responsibilities include:

- overseeing the day-to-day operation of the policy
- coordinating the provision for pupils with SEND

- liaising with and giving advice to fellow teachers and support assistants
- overseeing pupils' records
- liaising with parents
- making a contribution to staff training
- liaising with external agencies, support services, Health and Social services, and voluntary bodies.

For effective co-ordination staff must be aware of:

- the roles of the Headteacher, SENDCO, Governing Body and Class Teacher
- the responsibility all teachers have in making provision for SEND pupils
 - the commitment required by staff to keep the SENDCO well informed about pupils' progress
- mechanisms that exist to allow teachers access to information about SEND pupils • the procedure by which parents are informed and the subsequent SEND provision

Additionally, parents must be given clear guidance to the means by which they can contribute to co ordination, and how they can provide additional information when and if required.

15 THE ROLE OF THE GOVERNING BODY

The Governing Body's responsibilities to pupils with SEND include:

- ensuring that provision of a high standard is made for pupils with SEND
- ensuring that SEND pupils are fully involved in school activities
- having regard to the Code of Practice when carrying out these responsibilities • being fully involved in developing and subsequently reviewing SEND policy • reporting to parents on the school's SEND policy including the allocation of resources from the school's budget.

16 THE ROLE OF THE CLASSTEACHER

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- being aware of the school's procedures for the identification and assessment of, and subsequent provision for pupils with SEND
- collaborating with the SENDCO to decide the action required to assist the pupil to progress
- working with the SENDCO to collect all available information on the pupil
- in collaboration with the SENDCO, develop IEPs for pupils with SEND
- providing differentiated class work
- working with pupils with SEND to deliver the individual programme set out in the IEP
- developing constructive relationships with parents
- being involved in the development of the school's SEND policy

17 THE ROLE OF THE HEADTEACHER

The Headteacher's responsibilities include:

- the day-to-day management of all aspects of the school including SEND provision
- keeping the Governing Body well informed about SEND within the school
- working closely with the SENDCO/SEND team
- ensuring parents are informed of the fact that SEND provision has been made for their child
- ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

18 LINKS WITH SCHOOLS / EXTERNAL AGENCIES

The SENDCO has links with other schools and professionals through the SENDCO Network meetings.

Our links with feeder schools are also well developed. The SENDCO meets with the SENDCO at the receiving middle school during the summer term and passes on all relevant information to aid the smooth transfer of children with SEND. Some pupils require additional support and provision to ensure a smooth transition to middle school. Additional visits, meetings with key staff, photographs and books would all be options considered to effectively support children.

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND pupils.

19 SEND POLICY REVIEW

The school considers the SEND policy document to be important and, in conjunction with the Governing Body, undertake a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

Reviewed by Governors -February 2024

Next Review Date – Spring 2025

Equality Impact Assessment

| | | | |
|---|--|---------------------|----|
| 1. Name of the change, strategy, project or policy: | | SEND Policy | |
| 2. Name of person completing this form: | | Lucy Statham | |
| 3. Has the policy/practice been assessed to consider any negative impact on the key groups? | | | |
| <p>Yes. The school is committed to equality of opportunity and provides full access to the National Curriculum for all pupils, including those with special educational needs and disabilities with modification as appropriate</p> <p>The School will fulfil its obligations to equality by approaching its practices in relation to the management of SEND in a fair and consistent manner.</p> | | | |
| 4. Where negative impact has been identified, please complete questions 5-9, if none is identified, please sign and proceed to question 9. | | | |
| Equality Target Group (circle): | Negative impact – it could disadvantage | Reason | |
| Race | None | | |
| Religion/belief | None | | |
| Disability | None | | |
| Gender | None | | |
| Sexual Orientation | None | | |
| Age | None | | |
| 5 | | Yes | No |
| Is the impact legal/lawful? Seek advice from your School link HR Advisor if necessary. | | NA | NA |
| Is the impact intended? | | NA | NA |
| 6 Could you minimise or improve any negative impact? Use the space below to detail how. | | | |
| NA | | | |
| 7 Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any adverse impact on equality? | | | |
| NA | | | |
| 8. In light of all the information detailed in this form; what practical actions would you take to reduce or remove any adverse / negative impact? | | | |

NA

PART B) To be completed when assessment and consultation has been carried out

9a) As a result of the assessment and consultation completed in Part A above, state whether there will need to be any changes made to the policy, project or planned action.

9b) As a result of this assessment and consultation, does the school need to commission specific research on this issue or carry out monitoring/data collection?

The Governing Body will receive information periodically from the Headteacher and SENDCO regarding SENDD. This policy will be kept under annual review.

9) Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change?

Yes



No

As described above