

MOSELEY

CHURCH OF ENGLAND
PRIMARY SCHOOL



SEND Policy

September 2021

Approved by Governors on 29.9.21

Date for renewal: September 2022

MOSELEY C OF E PRIMARY SCHOOL

MISSION STATEMENT

Our Christian school offers a wide range of exciting and educational opportunities to enhance skills, talents and creativity. The school community appreciates and accepts others, and celebrates the achievements of all. We have supportive and trusting relationships with God and all his children. As a result, we take responsibility and welcome absolutely everyone into a caring and safe environment, where we are all guided to work together.

AIMS OF THE SCHOOL

At Moseley C of E Primary School, we want ALL of our children to:

- Have an enthusiasm and thirst for learning
- Have confidence to be themselves and consistently aim high to challenge their potential;
- Have an awareness for the world beyond their own – have respect and understanding of others with circumstances different to their own;
- Explore all opportunities provided to discover their talents and abilities;
- To be kind and respectful members of their community;
- Have embedded morals;
- Have fun, good memories of their school life;
- Be inspirational role models.

Moseley CE Primary School SEND Policy

At Moseley CE Primary School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

Moseley CE Primary School has a named part time SENCO and a named Governor responsible for SEN. They ensure that the Moseley CE Primary School Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (January 2015), the Local Authority Special Education Development Plan (SEDP) and other policies current within the school.

Aims and objectives

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

- All children are given equal access to a broad, balanced and relevant curriculum, meeting the statutory Framework for the Early Years Foundation Stage (2014) and National Curriculum 2014 requirements, including extra-curricular activities.
- 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.
- High Quality Teaching (HQT) and any additional provision for pupils with SEND are driven by the class teacher(s)
- 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 / Carers of children with SEND are treated as partners and are encouraged to play an active and valued role in their child’s education.
- We involve outside agencies when appropriate, and work in effective partnership with them.

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 (revised version from 2014)
- Children and Families Act 2014
- Working Together to Safeguard Children 2018
- Equality Act 2010: Published 6 February 2013 (Last updated 28 June 2018)
- Statutory Guidance on Supporting Pupils at School With Medical Conditions: Published 1 September 2014 (Last updated 16 August 2017)
- Mental health and behaviour in schools: Published 16 June 2014 (Last updated 12 November 2018)
- The National Curriculum in England framework document: Published 14 October 2013 (Last updated 16 July 2014)

Fundamental Principles

At Moseley CE Primary School, we embrace the fact that all children are different and have diverse learning needs. We make sure that we offer high quality inclusive teaching. This enables all children, regardless of their additional needs, to make the best possible progress in school and feel that they are a valued member of the school community.

At Moseley CE School, all children with special educational needs and/or disabilities (SEND) are offered full access to a broad and balanced curriculum.

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

Every teacher at Moseley CE School is responsible and accountable for ensuring that all pupils in their class, including those with SEND, fulfil their potential. We work under the principle that effective SEND provision requires the needs of the child being met throughout their school day. 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.

Definition of Special Educational Needs

At Moseley CE School, we recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state and maturity. We believe 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 SEND 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 2014, the four main areas of SEND needs are:

- **Speech, Language and Communication Difficulties**
- **Cognition and learning**
- **Social, emotional and mental health difficulties**
- **Sensory and/or physical needs**

Identifying Special Educational Needs

At Moseley CE School there is a continuous cycle of assessing, planning, teaching and reviewing which takes account of a 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 &/or disabilities. 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
- Use of the language and literacy and/or maths toolkits.

The results of any tests and information we have collected on individual children will be shared openly with parents / carers 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 limited or no progress across a range of learning areas, even when teaching approaches are targeted at a child's area of weakness;
- Present with persistent emotional and behavioural difficulties which are not improved by the behaviour management and nurture techniques employed by the school;
- Have sensory or physical problems and continue to make limited or no progress despite the provision of specialist equipment;
- Have communication or interaction difficulties and continue to make limited or no progress, despite the provision of a differentiated and targeted curriculum.

Procedure

The school is committed to early identification of special educational needs and liaises with pre-school groups and nurseries on transition to Reception. We welcome information from parents / carers which may alert us to such needs. Early Years Foundation Stage Framework (2014) (document used in the Foundation Stage) enables the early identification of children in need of intervention.

A referral to the SENCo can be carried out at any point during the academic year. Class-teachers, through continuous observation and assessments, will become aware that a child has additional learning and/or emotional needs. The SENCo will take responsibility for interpreting this information, and coordinating any additional provision required, in consultation with the class-teacher and parents / carers.

The SENCo is line-managed by the Head Teacher.

Every half term the class teacher updates the pupil progress and provision data. The Birmingham Language and Literacy Toolkit and/or Mathematics Toolkit (devised by Birmingham Access to Education Service) is completed

depending on the area of need/concern. The Toolkit consists of a range of statements relating to Language, Literacy and Mathematics. Staff highlight statements when a child has demonstrated them consistently and independently. A profile might be uneven if a pupil has strengths in some areas or has gaps in acquisition. This information is used to help plan next steps to support a pupil. The Toolkit Tracker database can support staff with this planning and offers ideas for teaching and learning. This tool can also be used to support staff in identification of needs and track progress in smaller steps.

A Graduated Approach to SEND 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 2015. Class Teachers are responsible for the provision for all SEND children in their class.

Initial concerns registered by teachers, support staff, parents and carers, are addressed by High Quality Teaching (previously known as Quality First Teaching) and appropriate differentiation in the classroom. Once an initial concern has been raised, a record will be made and progress will be closely monitored through the school’s assessment procedures.

The ‘Assess, Plan, Do, Review’ cycle is as follows:

- Initial concern raised by parents and/or school following lack of progress despite in-class differentiation and specific strategies used.

ASSESS: Language & Literacy and/or Mathematics Toolkit Continuum completed and referral made to the SENCo. (in collaboration with parents)

PLAN: Child placed on Code of Practice as requiring targeted SEN Support. Individualised targets/outcomes set (which may be informed by the continuums or assessments) with a timescale for review identified. (see below for types of support)

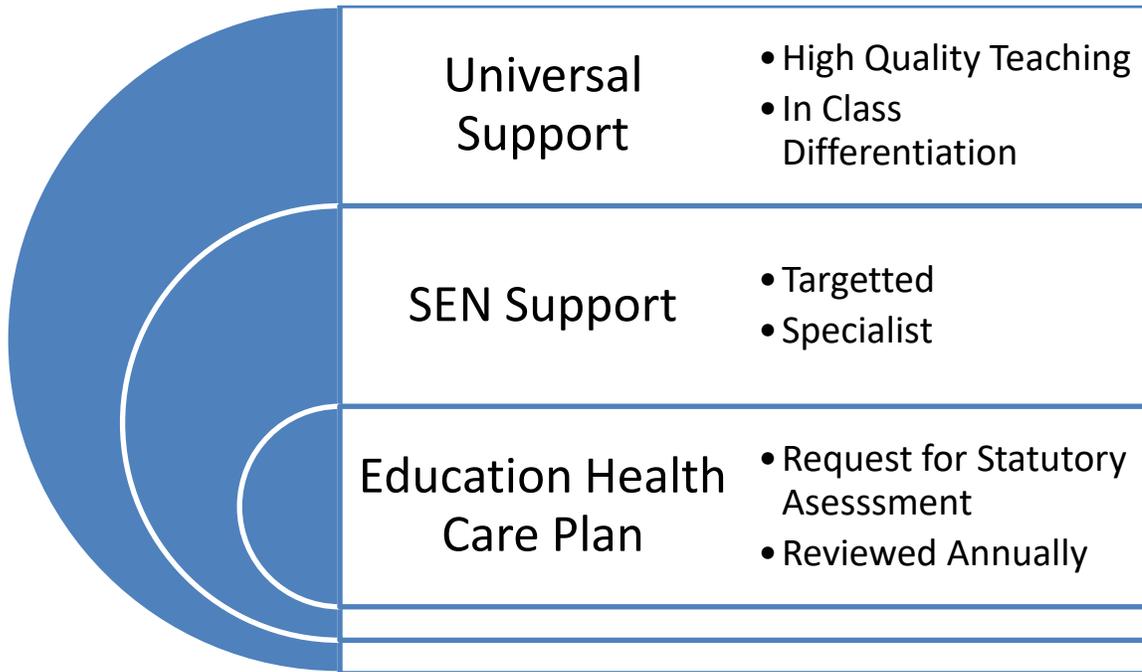
DO: Interventions carried out- group and/or individual

REVIEW: Review of interventions and outcomes involving pupils and parents.

This cycle continues as needed. If a pupil does not make sufficient progress, then specialist advice may be requested.

Under the 0-25 SEND Code of Practice 2015, there are two categories of special educational need: **SEN support** and **Education, Health and Care Plan (EHCP)**.

At Moseley CE Primary we sub divide SEN Support as either **Targeted** or **Specialist Support**



Universal Support

All children will receive **universal support** through High Quality Teaching. As part of this support pupils might have short term interventions or additional adult support but not be recorded as SEN.

Targeted Support

If progress is not made despite the differentiated support then a child may, in consultation with school staff, SENCo. and parents, receive SEN Support. Initially this will be classed as **Targeted Support**. It is likely that targeted support will include individual or small group provision to meet set outcomes based on need. This is action or provision which is 'additional to or different from' what is available to all. Pupils benefiting from targeted support will have a 'language & literacy or maths toolkit, which is used to support weekly planning, and is updated half-termly. Pupils may also benefit from a One Page Profile which can personalise learning from a pupil perspective, if, for example the pupil has a social, emotional and mental health need and/or a sensory/physical need. Targets and interventions can be recorded on Individual Target Plans, and this helps to identify what provision has been made and how effective it has been.

Specialist Support

If the school has evidence that a child is making insufficient progress despite significant and appropriate intervention, they will require specialised support. This is when outside agencies become involved, working with the child, teachers, teaching assistants, parents/carers and the SENCo. Parental permission is always sought before involving any of these agencies. These outside agencies may provide advice on the use of new or specialist strategies or materials. They may administer more specialist assessments that can inform the planning and measurement of a child's progress.

The child's class teacher and SENCo will decide on the nature of targeted and specialist support which may be in the form of:

- ✓ Adapted tasks and resources
- ✓ Adaptations to the learning environment
- ✓ Use of visual support
- ✓ Adult support in whole class settings
- ✓ Small group work
- ✓ One to one work
- ✓ Targeted, evidence based, interventions
- ✓ Utilisation of ICT programs

Outside Agencies

On a regular basis, the school purchases or receives the help of the following services/agencies:

- ✓ The School Nurse
- ✓ The Educational Psychology Service;
- ✓ The Pupil and School Support Service;
- ✓ The Communication and Autism Team;
- ✓ The Sensory Support Service to advise on visual and hearing impairment.
- ✓ Malachi Specialist Family Support Services
- ✓ City of Birmingham School (COBs)

There may also be involvement from:

- ✓ A Speech and Language Therapist;
- ✓ Specialist medical teams (e.g. Cystic Fibrosis Team, Stoma nurse)
- ✓ The Physical Difficulties Support Service (PDSS);
- ✓ Occupational Therapy Service
- ✓ Physiotherapists

We also liaise with services such as Child Development Centres with Community Paediatricians, ADHD Nurse Led Services and Psychiatrists from Forward Thinking Birmingham.

In all cases, when a referral is made to outside agencies, the permission of parents / carers is obtained first in line with GDPR legislation, and the appropriate referral form (as provided by each agency) is used. It is the SENCo who ultimately makes referrals, but it is essential that the class teacher is involved in the process to ensure an accurate picture of a child's needs is given.

Education, Health and Care Plans (EHC Plans)

(EHC Plans replaced Statements of Special Educational Need from September 2014).

In a very few cases, if a child is still demonstrating significant cause for concern despite the graduated response, a request for an EHC Plan will be made by the school to the Local Authority (Special Educational Needs Assessment & Review Service, SENAR), who will then consider the school and educational professionals' evidence, along with any provided by the Health and Social Care professionals. This will decide the nature of the provision necessary to meet the young person's SEND. SENAR will also request parent views.

If parents feel an EHCP is appropriate it is recommended that they speak to the school SENCo first. Requests can be made by parents but we prefer to work with parents and follow the process recommended by the Local Authority.

Parents can also enlist the support of SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) who offer impartial information, advice and support to parents and students. They can be contacted on 0121 303 5004 or email sendiass@birmingham.gov.uk.

Please also refer to the school SEND Information and the Birmingham Local Offer
<https://localoffer.birmingham.gov.uk/>

Monitoring and Evaluation of SEND

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

- Reports to Governing Body
- Pupil data tracking
- Pupil and parent/carer views shared during SEND Review meetings
- Pupil and parent/carer views shared during annual EHC Plan review meetings
- Evaluation of One Page Profiles (where applicable)
- Monitoring and book scrutiny feedback conducted by the SENCo
- Learning environment checks

Pupil Participation

At Moseley CE Primary School we believe intervention will be most effective when the pupil is involved in the process. It is therefore important to make efforts to elicit (and observe) the child's preferences and views, whatever their stage of language development. Pupil participation is on-going and is reflected in the planning and delivery of the curriculum. As well as the pupil participation evident across the school, there are various strategies we use for pupils identified under the SEND Code of Practice:

- Targets are written in child-friendly language
- Children throughout the school are supported to self-assess at a development appropriate level.
- One-page profiles are created for all pupils with SEND, and also where needs include sensory and/or physical and Social Emotional and Mental Health difficulties. Copies of these can be found in the relevant class so that supply teachers are made aware of specific needs. These also help with transition to the next year group.

Transition

Effective joint working between Moseley CE Primary and Secondary Schools helps SEND pupils cope well with a change of educational setting. The SENCo. at the relevant secondary school will be invited to join a review in the summer term to prepare for transition.

When a pupil with special educational needs moves to a different school, the SENCo. will liaise with the receiving school. This may involve speaking with the school SENCo or Head Teacher, inviting them to visit the child at

school if time permits, and sending relevant information such as a one-page profile or latest SEND review form and Language & Literacy toolkit.

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 provides training and support to enable all staff to improve the teaching and learning of all children, including children with special educational needs and/or disabilities. This may include whole school training on SEND issues.

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. Autism or Down's Syndrome training.

In addition, the SENCo meets regularly with staff to provide advice about teaching approaches and resources for children with additional needs. This is part of SEND reviews, but teachers can seek advice at any point during the school year.

Resources are allocated to support children with identified special educational needs. Where necessary, specialist equipment, books or other resources may be purchased.

Roles and Responsibilities

The Head Teacher has the responsibility for day-to-day management of provision for pupils with special educational needs. They work closely with the SENCo to ensure full staff participation in the development and implementation of the SEND policy.

The SENCo oversees the provision for and progress of children with SEND and ensures teaching staff are also enabled to do this.

The SENCo 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 / carers 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 Outside agencies, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Providing specialist advice and facilitating training for teachers and support staff.
- Overseeing the records for all pupils with SEND
- Liaising with Nurseries and Secondary Schools to ensure smooth transitions for pupils with SEND.
- Maintaining the School SEND Information Report
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

- ensuring that the school keeps the records of all pupils with SEN up to date

Class teachers are responsible for:

- Checking on the progress of all pupils and identifying, planning and delivering any additional support underachieving pupils may need.
- 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.
- Updating the Language & Literacy Toolkit and using this to inform weekly planning and target setting.
- Working in partnership with parents / carers, the SENCo, teaching assistants and outside agencies to support individual pupils.
- Leading reviews and liaison with parents (supported by the SENCo) as they will have greater knowledge of the pupil and their achievements across all areas.
- Having a full awareness of EHC Plans for any pupils in their class.
- Setting high expectations for every pupil, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty and to remove barriers to pupil achievement.

In our school, we have a SEND Governor who is responsible for special educational needs. Their role is to liaise with the SENCo 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 body in relation to pupils with SEND, meaning that any concerns over SEND provision can be raised, discussed and resolved.

Storing and Managing Information

All special educational needs records are confidential. The SENCo will keep and update all SEND records and ensure they are held securely. When a child transfers to a new school, relevant SEND records will be passed on to the new school.

Key documents include:

- The SEND Record – a list of all pupils registered as having SEND list and recorded on the school census as such
- The Provision Map – a list of individual and group SEND interventions listed in class groups
- Language and Literacy and Maths Toolkit Continuum's – recording of attainment matched against Curriculum Coverage. These are documents provided by Birmingham LA Pupil & School Support Service.
- A concerns and monitoring list – includes pupils both registered as having SEND and those having progress monitored
- Individual Target Plans – Targets/outcomes set for pupils as having identified SEND – usually linked to the next steps of the Toolkit Continuums.
- One Page Profiles – written to give an overview of a child's strengths and needs, including pupil and parent voice and supporting provision for pupils whose progress is being monitored and those identified as having SEND.
- The SEND Policy and SEND Information Report

Working in Partnership with Pupils and Their Families

At Moseley CE Primary School, we recognise the value of working in partnership with parents / carers 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 / carers so that they feel well informed about what is happening in school and how their child is progressing. This includes:

- Regular meetings with SENCo and class teacher
- An open-door policy, so that parents/carers can discuss concerns and new information on an ad-hoc basis
- Regular curriculum information and newsletters to inform parents /carers of what will be going on during the term/school year
- Information on the school website including the SEND Information Report
- Parents evenings
- Parents/carers views on SEND review/Annual Review documents
- Workshops

We encourage parents/carers 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/carers how they are doing in school.

If a one page profile is being created for a child, we will ask all parents / carers 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 / carers according to the needs of the individual child. This can include phone calls, diaries, home-school book, letters or certificates home.

The SEND Information Report is available on the school website. This gives details of support organisations which exist to provide additional help and advice to parents and carers of children with SEND. This report has been developed in collaboration with parents / carers of pupils with SEND.

Reviewing the Policy

The SEND policy is reviewed every year, this policy will be reviewed in the September 2022

Accessibility

Moseley CE Primary main school building is a two storey building built in the 1970s. Access to the second floor is via a flight of stairs. The SEN hub incorporating the sensory room is based on the second floor. The front reception area of the main building is accessed via a sloped entrance and there is one designated disabled parking space on site.

Little Acorns 1 was built in 2011. It is a purpose-built building for before and after school club provision. It is accessed through the rear playground.

Little Acorns 2 is a one storey building at the front of school that was refurbished in 2015. It is used for small group sessions and the staffroom. This building has an easy access toilet for people with disabilities.

If a pupil with significant mobility difficulties were to join the school then a review of the accessibility plan would be carried out and reasonable adjustments would be made in order to accommodate their needs as far as possible.

For further information regarding accessibility, please see our Accessibility Plan.

Admission Arrangements

These are in line with the school's Admissions Policy. A child with SEND but without an EHC Plan / Statement will not be refused a place on the grounds of their special educational needs. Admissions arrangement for pupils with an EHCP are separate to admissions for other pupils.

Arrangements for Handling Concerns about SEND Provision

At Moseley CE Primary School, we are committed to working in partnership with parents / carers and children to meet the needs of all children with special educational needs.

If parents / carers 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 or the school SENCo.

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

In the unlikely event the concern is not resolved, contact the Chair of Governors, in line with the Parental Complaints policy and procedure.

Please also refer to these policies and documents:

SEND Information Report
Child Protection(Safeguarding) Policy
Behaviour Policy
Supporting Pupils at School with Medical Conditions
Accessibility Plan
Anti-bullying Policy
Complaints Procedure
Admissions Policy

Monitoring of this policy

The Head Teacher and Governors of Moseley CE Primary School have overall responsibility for ensuring that this policy is implemented and the necessary provision is made for any pupil who has special educational needs.

The SEND Governor is named on the school website and SEND Information Report. It is also the legal duty of the governing body to report annually on the implementation of this policy to parents / carers.

This policy will be reviewed every year.

Next review date: September 2022.