SEND Policy

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This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (DfE updated September 2024) and has been written with reference to the following guidance and documents:

• Equality Act 2010: advice for schools DfE (updated June 2014)

• SEND Code of Practice 0-25 (updated September 2024)

• Schools SEN Information Report Regulations (2015)

• Statutory Guidance on supporting pupils at school with medical conditions (updated August 2017)

• The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2014)

• Safeguarding policy

• Accessibility Plan

• Teachers' Standards (2012)

Considering the current SEN reforms this policy was created by the school's Inclusion leader, in consultation with the SEND Governor, Headteacher and in liaison with staff and parents of pupils with SEND. Definition A child has SEN where their learning difficulty calls for special educational provision, that is provision which is different from or additional to that normally available to pupils of the same age. A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught. Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN although it may be an indicator that there is a learning difficulty or disability. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

The Special Educational Needs and Disability Code of Practice 2015 states that: "xiii. 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. xiv. 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. 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." DfE (2015) Special educational needs and disability code of practice: 0-25 years. Available at: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 (updated September 2024)

School values and beliefs

Raddlebarn Primary and Nursery School is committed to providing an appropriate and high-quality education to all its pupils. We believe that all children, including those identified as having Special Educational Needs and Disabilities have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. Everyone at Raddlebarn, regardless of whether they are SEND, share together the same values.



1.Aims and Objectives

Aims

• To ensure all pupils with SEND have their needs identified as early as possible in order to support academic progression and positive mental health and well-being

• To ensure all pupils access a broad and balanced academic and social curriculum, providing extra support and/or additional resources where needed to remove any barriers to learning and engagement

• To foster a positive attitude to, and about all children including those with special educational needs and/ or disabilities

• To value the views and achievements of all pupils

• To work closely with parents/ carers of children with SEND

Objectives

• Early identification of needs. This is most effectively done by gathering information from parents, education, health and care services prior to the child's entry into the school.

• Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.

• Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be coordinated by the Inclusion team and leadership team and will be carefully monitored and regularly reviewed in order to ensure that individual targets are met and that all pupils' needs are catered for.

• Create a school environment where pupils feel safe to voice their opinions of their own needs. This means providing regular one to one meetings between pupils and their teacher/SENDCo and will be made easier by carefully monitoring the progress of all pupils. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. membership of the School Council.

• Work with parents/carers 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 SEND procedures and practices, co-producing their child's support plans, providing regular reports on their child's progress, and providing information on the provisions for pupils, and the effectiveness of the school's SEND work.

• Incorporate support from outside agencies when a need has been identified and discussed with parents.

2. Roles and responsibilities

All staff are accountable for the attainment and wellbeing of pupils with SEND.

The following staff have a responsibility for the leadership of SEND within the school:

Assistant Head & SENDCo

Responsible for:

• Overseeing the day-to-day operation of the school's SEND policy

• Coordinating provision for pupils with SEND

• Liaising with the relevant Designated Teacher where a 'Looked After' pupil has SEN

• Advising on the graduated approach to providing SEN support

• Overseeing the records of all pupils with special educational needs

• Liaising with parents/ carers of children with special educational needs

• Liaising with external agencies including the LA's support and educational psychology services, health and social services, early years providers and voluntary bodies

• Contributing to the in-service training of staff

• Contributing to the identification, assessment, planning, teaching and review of pupils with SEND

• Liaising with next providers of education to ensure a pupil and their parents/ carers are informed about options and a smooth transition is planned

• Working with the Headteacher and governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

• Providing appropriate training to teaching and support staff to ensure lessons are differentiated appropriately for pupils with SEND

• Updating the SEND register and ensuring pupil records and information are kept up to date and shared appropriately with key persons (parents/ staff/ other agencies

Pastoral Team

(includes Head teacher, Deputy Head & Assistant Head)

Responsible for:

• Liaising with Phase Leaders and teaching/ support staff to plan effective support for pupils needing pastoral, emotional and social support (also work as part of the Safeguarding Team)

• Maintaining communication with parents/ carers including information about their child's wellbeing

• Coordinating provision and support to promote positive mental health and well-being

• Working with all staff, families and outside agencies where appropriate to monitor pupils' day-to- day welfare

Class teachers

Responsible for:

• Adapting lessons and provision resources to cater for pupils' individual SEND needs

• Maintaining high expectations of pupils with SEND

• Monitoring and evaluating the progress made by SEND pupils

• Liaising with the Inclusion Lead to ensure timely support and maintain communication with parents/ carers

• Informing parents of the progress made by pupils

• Consulting with children and families to facilitate extended learning opportunities and nurture attitudes to learning.

SEND Governor:

Responsible for:

• Monitoring the provision for pupils with SEND within the context of whole school needs

• Liaising with the Inclusion Lead regarding the provision and interventions offered and the attainment of pupils with SEND

• Raising an awareness of SEND issues within the Governing Body

• Ensuring that the budget monies intended for children with SEND are appropriately allocated

• Reviewing and discussing the SEND provision and effectiveness within the school (informed by anonymised data and review meetings, where possible, with the SENDCo)

• Supporting the school to review SEND policy and provision

• Ensuring that information about the school's SEND offer is available on the school website

3. Identifying Special Educational Needs

Teachers are responsible for the progress and development of all children in their class, including pupils accessing support from teaching assistants or specialist staff. All children have an entitlement to Quality First Teaching, which is appropriately adapted to meet their needs. The quality of teaching for all pupils is regularly reviewed. This includes reviewing and developing teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. If a child is not making progress, or is making progress at a slower rate than expected, they may be identified as having a Special Educational Need.

• The teacher and SENDCo will consider all information about the child

• Concerns will be discussed with the pupil and family

• Further assessments / observations may be carried out in school

• Where necessary, and with parents' permission, further advice and assessments may be sought from external professionals

• Where it is decided that a pupil does have SEN, the decision will be recorded in the school records and the pupil's parents will be informed that special educational provision is being made

• A decision will be made about whether the school can meet the need from what is ordinarily available in the school, or whether additional provision is needed

• Progress will be reviewed at least termly.

The SEND Code of Practice (2015) describes four broad areas of need:

Communication and interaction

Children may have difficulty communicating with others, saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people with autism are likely to have difficulties with social interaction.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties, which may impact on learning. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This includes children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI), who are likely to need specialist support to access education. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to them.

Sometimes children's progress and / or attainment may be affected by issues that are not SEND. These include:

• Poor attendance and / or punctuality

• Children learning English as an additional language

• Children known to be more vulnerable to underachievement including children in receipt of Pupil Premium and Looked After Children.

• Health and welfare, e.g. chronic health conditions such as sickle cell

Medical Needs

The school seeks updated medical advice from parents at the beginning of each academic year. This may be confidential, but where it is permissible, this information is accessible to all staff teaching the pupil, to the office staff if medication is stored there and to dinner staff in case treatment is needed during lunchtime. The school values parental feedback from hospital visits and other appointments attended by the pupil, and any changes needed in their provision throughout the year. As part of the school's inclusive

practice, we work closely with any outside agencies involved with pupils, to ensure that their health and safety needs are met and that all pupils may access as much of the curriculum as is possible.

4.A Graduated Response to SEN Support



The school uses the Assess Plan Do Review model detailed in the SEND Code of Practice (2015, pages 100-102).

• High quality teaching, differentiated for all pupils, is the first step in responding to pupils who have or may have a SEND. The quality of teaching is regularly reviewed through lesson observations and staff performance appraisals; and the impact on pupil progress reviewed each half term.

• Staff receive regular training on how to support children with high incidence SEND, as well as additional training to address the needs of specific groups or individual pupils within the school.

• Additional support or interventions may be put in place for children making slower than expected progress or who are underachieving before a SEND is formally identified.

• Staff identify gaps in learning via the Birmingham SEN Toolkit. This comprises of a continuum showing expected levels of attainment, in line with the National Curriculum, in speaking and listening, reading, writing and maths. It is a tool that supports schools in identifying specific levels of need and ability for pupils with their literacy and maths skills (including speaking and listening). The continuums contain links for specific intervention steps to support the learning gaps.

• Children with SEND are identified as early as possible using the approach above.

• The school has access to a comprehensive range of external specialists who can offer additional support and advice, including health agencies; educational psychology support and other specialist support (see Links to other services).

• Pupils and families are involved throughout the process.

5. Managing Pupils' Needs (SEN Support)

Provision for pupils with SEND (SEN Support) is carefully matched to group and individual needs, following progress review. This is recorded in school provision maps, which is reviewed at least termly. There is an emphasis on flexibility and early response using the graduated approach as detailed earlier. Progress of groups and individual pupils is tracked through termly pupil progress meetings and through half termly intervention reviews. Each intervention has a clear timeframe (usually six to ten weeks). Baseline assessments are made at the start of any intervention, and pupils are reassessed at the end to measure the impact. A decision is then made to:

•Discontinue the intervention

•Provide an alternative intervention

•Provide a similar intervention

Types of Support - Raddlebarn Primary School's Ordinarily Available Offer

Quality First Teaching (QFT) strategies.

There are a number of strategies our staff team use and they are committed to finding new approaches, bespoke to the children they teach. Examples of this type of support include:

• Access to manipulatives/concrete and visual resources to support learning & teaching

• Responsive teaching and feedback

• Kagan Co-operative Learning Structures

• Adapted curriculum

• Scaffolding tasks

• Task boards

• Adaptations of tasks

• Pre and post tutoring

• 'Brain breaks' -allowing for movement between tasks

• Dyslexia friendly interactive whiteboard presentations, utilising different colours and font style

In addition to these approaches, we offer Targeted Support, where QFT strategies may have been implemented but teachers feel there has been insufficient progress or low impact in a specific strategy.

Some examples of Targeted Support are:

• Additional Little Wandle 'Keep Up' Phonics sessions

• SALT sessions (Speech & Language Therapy for speech sounds and articulation difficulties)

• WELLCOMM intervention and assessment (for speech and language)

• Precision Teaching (for spelling and reading)

• Social skills intervention via Lego Club and Pastoral practitioner groups

• Sensory Circuits (for specific needs as directed by Occupational therapists)

• Play and physical therapy sessions (via Physical Support Teram and Physical difficulty Outreach agencies)

It is the responsibility of the class teacher to provide evidence of progress. In addition, staff running additional interventions are expected to record outcomes throughout the programme, and provide a summary of progress at the end. Raddlebarn School subscribes to Birmingham's local offer (https://www.localofferbirmingham.co.uk/), which is a description of what is ordinarily available in local schools to support children with a range of SEND. The school receives funding to provide additional support from its delegated budget, which we can use to meet the needs of the majority of children with SEND. For a minority of children, we may be unable to fully meet their needs through the provision ordinarily available in the school. This may be because:

•They need a higher level of support than we can provide, e.g. if they have severe difficulties with learning or need a high level of supervision

•They need support from specialist professionals

• They are not making sufficient progress despite high quality teaching and evidence of appropriate intervention and support over time If this is the case parents/ carers and pupils will be involved in decision making which may result in some of the following:

• Modified school day

• Consultation with other professionals e.g. local authority/ support services

• Managed moves

• Transitions to more specialist settings

Monitoring and evaluation of SEND: The school regularly and carefully monitors and evaluates the quality of provision offered to all pupils, including those with SEND. This is done in a variety of ways including lesson observations, pupil progress reviews, seeking views of parents, open school events and coffee mornings, and seeking views of pupils through school council and through annual reviews of pupils with an EHCP. There are also open drop in surgeries offered to parents which are informal chats about any concerns that they may have with their child/ren. In addition, data analysis always looks at SEND pupils progress and attainment.

The SENDCo attends governors' meetings to update governors on SEND and inclusion. There is a named governor responsible for SEND and inclusion that visits the school termly and holds the Inclusion Leader to account on decisions made, strengths of the school and any areas for development.

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Request for an Education, Health and Care Plan (EHC Plan): This system develops an integrated assessment and review process from birth to 25 years, leading to a single plan. This plan will involve Education, Health and Care services bringing together the range of support on which children, young people and their families can rely, referred to as the Education Health and Care Plan (EHC plan).

If a child has lifelong or significant difficulties, they may undergo an Education, Health and Care Plan Assessment, which is usually requested by the school, but can be requested by a parent. This new system is an integrated assessment. The Local Authority will be given information about the child's progress over time and documentation in relation to the child's special educational needs. An assessment will occur when the Local Authority believes that the school has taken every step possible to support the child but is unable to provide the level of support needed alone.

The decision to make a referral for an Education, Health and Care assessment will be taken at a progress review. The application for an Education, Health and Care assessment will combine information from a variety of sources including:

• Parents/ carers

• Teachers

• SENDCo

• Health professionals

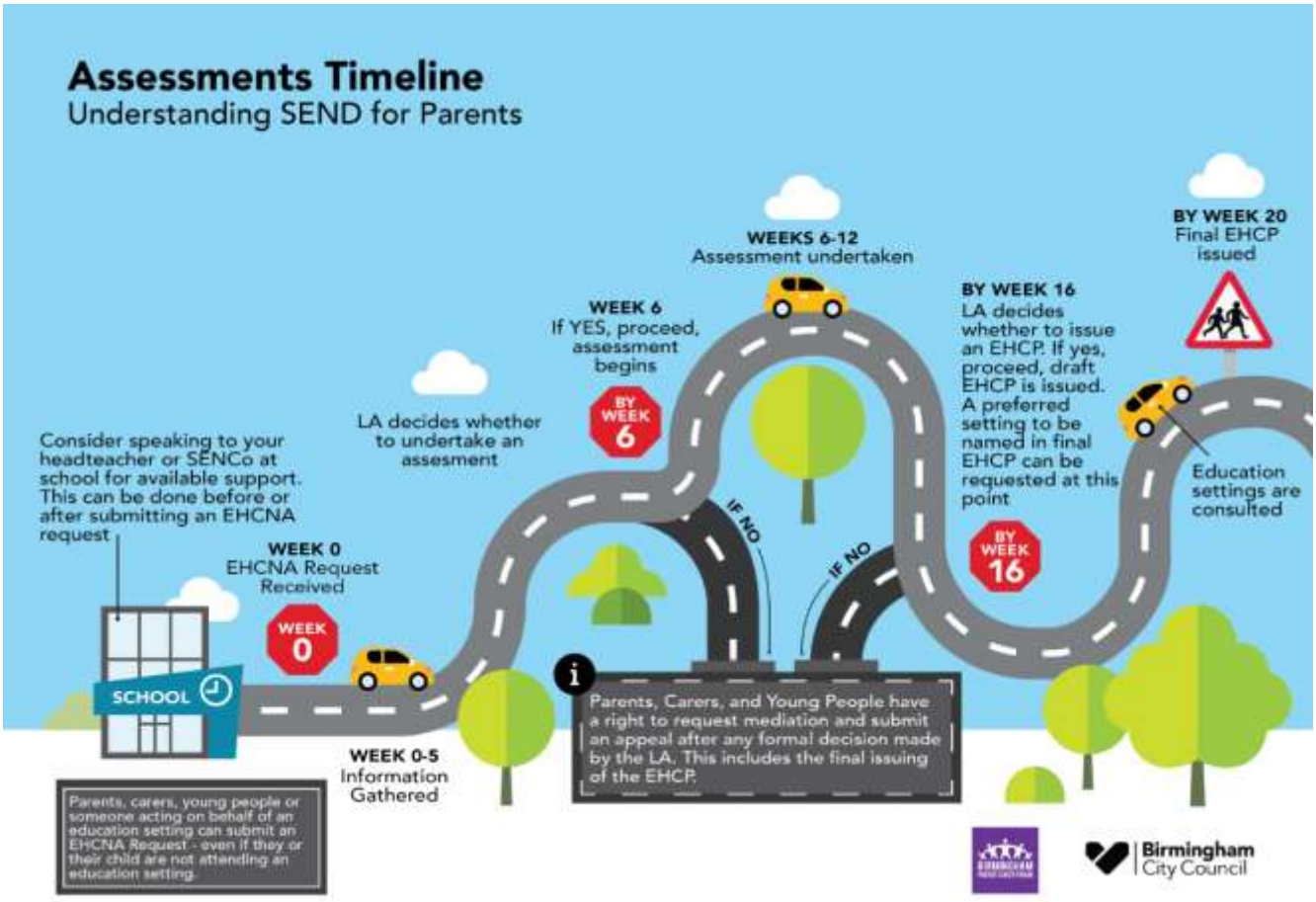
• Care professionals

• Outside Agencies

Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set. Following an agreed assessment, an Education,

Health and Care Plan will be provided by Birmingham Local Education Authority if it is decided that the school cannot provide for the child's needs on its own. The school and the child's parents will be consulted before the decision is made. Parents have the right to appeal against a decision either for or against an Education, Health and Care Plan for their child. Once the Education, Health and Care Plan is completed it will be kept as part of the pupil's formal record and reviewed annually by Raddlebarn School SEND staff, outside agencies, 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.

The following pathway for new assessments is from the Local Offer (https://www.localofferbirmingham.co.uk/), the new assessment timeline can be viewed here: https://www.localofferbirmingham.co.uk/wp-content/uploads/2025/03/Assessments-Timeline_new.png



6.Inclusion of pupils with SEND

The school seeks to make reasonable adjustments, as appropriate, to ensure that all pupils are included whatever their age, gender, ethnicity, disability, attainment, religion, social and cultural background. Please see the school Accessibility Plan for further details. The school will make every reasonable effort to ensure that the children with SEND can enjoy the opportunities for social integration presented by meal-times and recreation time. The school will make every reasonable effort to support integration in all areas of the curriculum, and on school visits and other social activities.

The school's Access Plan gives further details of how the school provides for:

• Access to the Environment

• Access to Information

• Access to the Curriculum

7. In service training (CPD)

The school seeks through its in-service training, to develop the existing skills and expertise of all staff, so that they can take responsibility for the full range of learning needs. The SENDCo raises issues with the Head Teacher that are specific to SEND, when the programme is drawn up each term. These may include for example

• Input from one of the school's support services

• The opportunity to consider new documentation and legal requirements

• Addressing issues to achieve greater inclusion than we already have in our school

8. Links to support services, other agencies

The school continues to build strong working relationships and links with external support services in order to fully support our pupils with SEND and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. The following services will be involved as and when advised:

• Access to Education (A2E):

• Educational Psychology

• Learning, Language and Strategic Support

• Sensory Support

• Communication and Autism Team

• Physical Difficulties Support - Specialist Outreach Services e.g. Wilson Stuart School (SSOS)

•Speech and Language Therapy (private) & NHS

•Health Services:

o Speech and Language Therapy

o School Nurse

o Health Visitors

o Physiotherapists

o Occupational Therapists

o Park House & Allens Croft Child and Family Centres

o Child and Adolescent Mental Health Service (Forward Thinking Birmingham)

o STICK team, part of FTB

o Birmingham Children's Hospital

Other services:

• Children's Advice and support service (CASS)

• Family Support Workers (including Foundation Years Parenting Support)

• Family Learning (Birmingham Adult Education services)

• Early Help teams across the City

Representatives from voluntary organisations, such as

Special Educational Needs & Disability Information Advice & Support Service (SENDIASS) is a free confidential and impartial service for parents and carers;

Children and young people to the age of 25 years www.kids.org.uk (Tel: 0121 303 5004/ Email: sendiass@birmingham.gov.uk)

and Autism West Midlands (http://www.autismwestmidlands.org.uk/) and other external agencies are invited to meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

9. Working in partnership with parents/ carers

Raddlebarn Primary School has always believed that a close working relationship with parents is vital in order to ensure:

• Early and accurate identification and assessment of SEND leading to the correct intervention and provision

• Continuing social and academic progress of children with SEND

• Personal and academic targets are set and met effectively.

The importance of parental involvement is highlighted in the principles underpinning the Special Educational Needs and Disability Code of Practice 2015, which must have regard to:

• the views, wishes and feelings of the child or young person, and the child's parents

• the importance of the child or young person, and the child's parents, participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions

• the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

The school welcomes feedback from parents all year round and parents can make a confidential appointment to speak to any member of staff including members of the Inclusion or Pastoral Team throughout the year for any reason.

Parents will be kept up to date with their child's progress through annual progress reports, during parent evening meetings, informal conversations with staff and at SEND review meetings. Parents will be able to speak to school staff privately, on request, about confidential issues.

For parents whose home language is not English Raddlebarn Primary School will try to ensure that a translator is present at meetings or other means of communication are used such as a translating app on an Ipad.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs this will always be discussed with the parents and the pupil (if appropriate). Inclusion on the school's SEND register and future provision will be agreed together. Parents may be invited to attend meetings with external agencies regarding their child and will be encouraged to play a central part in discussions that are held regarding the provision for their child.

The school's interim SEND governor, Reverend Alex French, may be contacted via the school office in relation to resolving more complex SEND matters or for additional advice and support.

10. Links with other schools

Our school is a member of the Kings Norton Consortium. Members of the SEND team attend regular network meetings to share good practice and to keep up to date with new legislation.

Transition: Upon admitting new children with known SEND the SENDCo will contact the previous school to collect information and request paperwork to be transferred and arrange a meeting with the parents.

If a child with SEND transfers to another primary school a member of the SEND team will contact the SENDCo at the receiving school to share information to aid a smooth transition.

Upon allocation of Secondary Schools for children with SEND the SENDCo will arrange a formal meeting to share information and hand over documents. This is an ideal meeting for parents to attend to begin to develop relationships with new staff.

11. Dealing with complaints

Any concerns or complaints regarding children with SEND should be first raised with the class teacher or the member of staff involved. If this does not resolve the issue, please contact the SENDCo or another member of the Senior Leadership Team.

If a parent or carer has any further concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher, Deputy Head teacher or SENDCo, who will be able to advise on formal procedures for complaint.

For further information please see Complaints Policies and Procedures. A copy of this policy is available on the school website and a signed copy is held in school