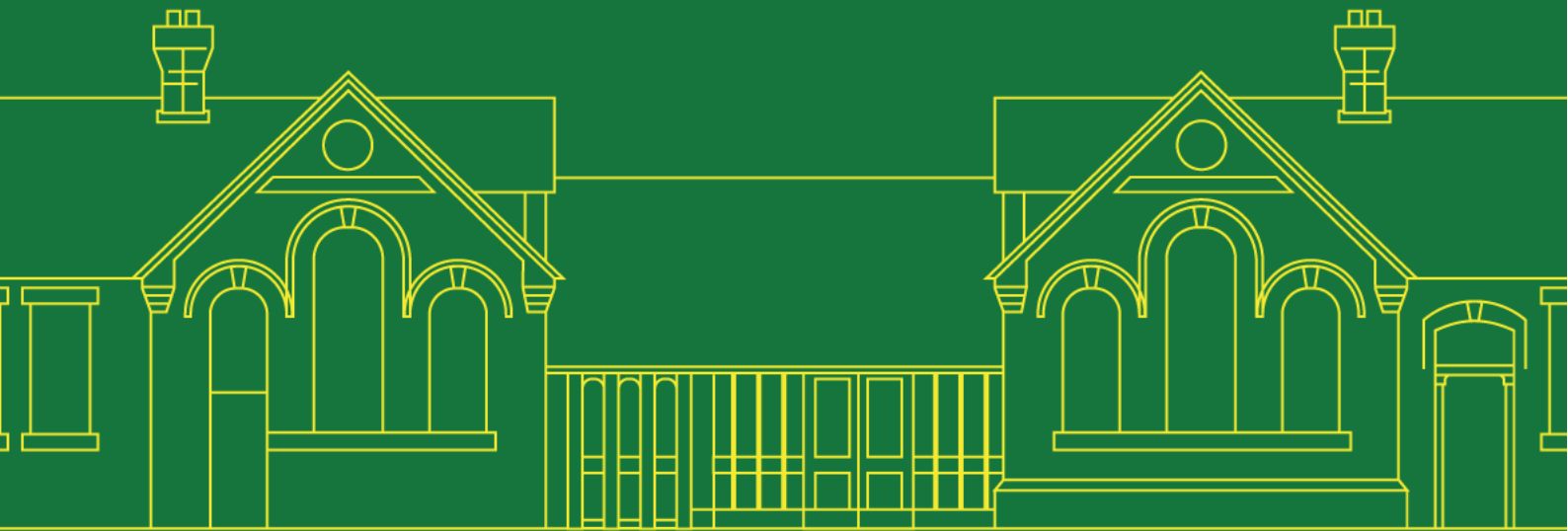




Special Educational Needs and Disability (SEND) Policy

October 2024



**STOUR VALE
ACADEMY
TRUST**

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

(SEND) POLICY

Our Values

At Queen Victoria Primary School, we care deeply for the children of Sedgley; we believe every child is worthy and capable of success and happiness and this shows in every interaction. We create the conditions for children to grow into individuals who care about themselves, each other and the world they live in. We strive to make a positive difference by basing everything we do on our CARE principles:

Children are at the heart of everything we do – every day, in every decision, and every action, children’s best interests and needs are put first. We have a team of compassionate staff who will move heaven and earth to ensure children get what they need to succeed.

Aspiration – We are full of hope, ambition, and the highest expectations for all children to have bright futures. Therefore, we are ambitious in the curriculum we offer and the standards we expect of ourselves.

Responsible – One of our key purposes is to help our children develop into respectful and responsible citizens who make positive contributions to life in Sedgley and beyond.

Excellence – We are relentless in our pursuit of providing excellence in education, with a balanced approach to academic achievement and personal development.

Policy Statement

In accordance with current legal requirements set out in the Special Educational Need Code of Practice (2014), at Queen Victoria Primary School we believe that every child has a right to full access to the Foundation Stage and National Curriculum (2014). We aim to provide each child with a broad, balanced and relevant education, within and beyond the formal curriculum and value the abilities and achievements of each child. At Queen Victoria Primary School, we recognise that every child is an individual with

particular educational needs and ability and we are committed to offering an inclusive curriculum to ensure the best possible outcomes for **all** of our children.

Our educational aims for children with special educational needs and/or disability (SEND) are the same as those for all children in school. Special educational needs may be experienced by a child throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment for pupils with educational needs, takes into account the type and extent of the needs of individual pupils.

Definition

Special educational needs can be considered as falling under four broad areas, it is important to understand that a child who displays SEN may only need to be supported in one or a number of these areas. The key areas are as follows:

- **Communication and Interaction**

Children and young people with SEND may have difficulties in one or more areas of speech, language, communication and social interactions.

- **Cognition and Learning**

Children with difficulties in this area may learn at a slower pace to their peers. They may find it difficult to acquire basic literacy or numeracy skills and their progress therefore may not match the age related expectations. A young person with specific learning difficulties may have difficulty in one or more aspects of their learning.

- **Social, Emotional and Mental Health**

Children with social, emotional and mental health difficulties may have limited social skills and find it difficult to form and sustain healthy relationships with peers. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging or disruptive behaviour.

- **Sensory and/or Physical Needs**

Young people with sensory and/or physical needs require minor adaptations to the curriculum, their study programme or the environment. They may have difficulty dressing and may struggle with physical education (PE) lessons.

Children have a special educational need if they have a learning difficulty which requires special educational provision to be made for them. Children with emotional and/or behavioural difficulties and those accessing short or long term interventions will also need to be included. Children will not be regarded as having a learning difficulty solely because their home language is different to that in which they will be taught. Children are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. The school will make reasonable adjustments for children with disabilities, so that they are not at a substantial disadvantage compared with their peers.

We recognise that children have a Special Educational Need and/or Disability if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making best use of the educational facilities provided within normal classroom provision.

As a school we will:

- Respect the educational and social needs and/or disabilities of individual children.
- Endeavour to give individual children the appropriate support, dependent on their need and the resources available.
- Recognise the importance of a good relationship between home, children and school in order to achieve the best possible learning outcomes.
- Foster self-esteem and confidence, irrespective of ability.
- Encourage children to reach their full potential.

Aims and Objectives

Our special educational needs and disability policy aims to:

- Ensure that all pupils have access to a broad and balanced curriculum, adapted where appropriate, to ensure that they reach their full potential.
- Ensure that all pupils with Special Educational Needs (SEN) and/or disabilities have their needs identified.
- Raise the aspirations and expectations of all pupils with SEND.
- Ensure that pupils with SEN and/or disabilities are able to fully access the curriculum and all aspects of school life by removing barriers to learning.
- Make sure our school fully implements national legislation and guidance regarding children with SEND.
- Ensure that all children will enjoy their time at school and develop fully their academic abilities, physical skills, aesthetic and moral qualities and all other aspects of character that will make a well balanced adult.

Queen Victoria Primary School will achieve these aims by:

- Following the guidance provided in the SEND Code of Practice (2014), ensuring staff and governors are fully aware of the content and the special needs provision in school.

- Identifying the needs of pupils with SEN and/or disabilities as early as possible.
- Making appropriate provision to overcome all barriers to learning and provide an appropriately adapted curriculum which recognises the needs, styles, strengths and abilities of the individual, ensuring that pupils with SEND have full access to the National Curriculum.
- Monitoring the progress of pupils with SEN and/or disabilities effectively.
- Fostering an ethos of co-operation, by working in partnership with parents and carers, involving them at all stages of the graduated approach and supporting them in understanding procedures and practices.
- Working collaboratively with outside agencies when the needs of a pupil cannot be met by school alone.
- Valuing and taking into account the views of pupils when identifying their needs and removing barriers to learning.
- Encouraging children to feel part of the school "family", foster a pride for their work, their school and develop positive relationships.
- Providing opportunities to develop staff confidence in identifying, supporting and assessing children with Special Educational Needs.

Legislation and Guidance

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2014) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for children with SEND.
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report.
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for children with disabilities.
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which sets out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.
- The Governance Handbook, which sets out governors' responsibilities for children with SEND.
- The School Admissions Code, which sets out the school's obligation to admit all children whose education, health and care (EHC) plan names the school, and its

duty not to disadvantage unfairly children with a disability or with special educational needs.

This policy also complies with our funding agreement and articles of association.

Arrangements for Co-Ordination of Special Educational Needs

Special Educational Needs and Disabilities Co-Ordinator (SENDCo) is **Mrs M Hall**

Pastoral Lead is **Mrs K Walker**

Special Educational Needs and Disabilities Link Governor is **Mrs S Hagerman**

The Headteacher has an overall management responsibility for monitoring Special Needs provision and ensuring guidance in The Code of Practice is in place.

Roles and Responsibilities

Class Teacher

Each class teacher is responsible for:

- Offering children a broad and balanced curriculum, planning and providing high-quality teaching that is adapted to meet a child needs.
- Planning, delivering and evaluating any additional help a child may need (this could be targeted work or additional support).
- Adapting and scaffolding tasks appropriately or personalising the teaching and learning for children in their class, considering advice given by external agencies, when available.
- Monitoring and ensuring the progress and development of every child in their class, to inform planning and provision, along with regular termly reviews of pupil attainment and progress with the SLT.
- Identifying children experiencing difficulties in their learning through in depth assessment and observations and then sharing their concerns with the SENDCo and, if appropriate, the parents.
- Identifying children experiencing Social, Emotional and Mental Health difficulties, which impact on their behaviour and learning through in depth assessment and observations and then sharing their concerns with the Pastoral Lead and, if appropriate, the parents.

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching.
- Ensuring they follow this SEND policy and the SEN information report and take full responsibility for all the pupils they teach with any SEND.
- Review individual needs at least termly and maintain records documenting the progress made and the next steps required, for every child with SEND.
- Being the first point of contact for parents and communicating with them regularly to:
 1. Set clear outcomes and review progress towards them.
 2. Discuss the activities and support that will help achieve the set outcomes.
 3. Identify the responsibilities of the parent, the child and the school.
 4. Listen to the parents' concerns and agree their aspirations for the child.

Teaching Assistants

Teaching Assistants often support identified children providing interventions and additional provision. This enables us to offer small group support to those children with higher levels of need at SEN Support. Their work is carried out under the direction of the class teacher, SENCO and/or external agencies. This may also involve working with children in intervention groups outside of normal classroom timetables. We are flexible with our provision and intervention groups to support specifically the needs of the individual child. We also provide support for children with social and emotional difficulties. Two rooms in school, The Nest and The Learning Hub, 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. Specific individuals and groups of children are nurtured within these environments to support their social and emotional wellbeing. Children with EHCPs are sometimes supported in the classroom through 1:1, small group and whole class work. TAs plan with the class teacher, SENCO and/or external agencies to support the child's targets and record their work. Support is tailored to suit the individual needs of the child as identified within their ECHP or ITP.

SENDCo and Pastoral Lead

The SENDCo and Pastoral lead are responsible for:

- Working with class teachers to ensure provision for children with SEND is of the highest quality and any new need is identified and addressed in a timely manner.
- Informing any parents that their child may have SEND and then liaise with them about the child's needs and any provision made.

- Liaising to ensure effective support for children with Social, Emotional, Mental Health (SEMH), and behavioural needs. This includes delegating tasks to the Pastoral Lead related to these areas, as outlined in the policy, and overseeing the coordination and implementation of all necessary provisions, covering the 4 area of need, to help each child succeed
- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEND, including those who have EHC plans.
- Review the effectiveness of classroom practice, provision and interventions and assess the impact on pupil progress.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that children with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support and adapted teaching methods, appropriate for individual children.
- Advise on the deployment of the school's delegated budget and other resources to meet children' needs effectively.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the child and their parents are informed about options and that a smooth transition is planned.
- When a child moves to a different school or institution, make sure that all relevant information about a child's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- Work with the Headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Oversee records on all children with SEND, including an accurate record of children with SEND across the school, provision being made and relevant ITPs.
- Advising the LA when a child needs an EHC needs assessment, or when an EHC plan needs an early review and completing the relevant documentation.
- With the Headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development.
- With the Headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.

- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy.
- With the Headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.
- Report on the effectiveness of SEND provision to the link governor, leadership team and governors and ensure all are kept up to date with new initiatives and guidance.

Head Teacher/Acting Head Teacher

The Headteacher/Acting Head Teacher is responsible for:

- Working with the SENCO, Pastoral Lead and SEND link governor to determine the strategic development of the SEND policy and provision within the school.
- Working with the SENCO, Pastoral Lead and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Having overall responsibility for, and awareness of, the provision for children with SEND, and their progress.
- Having responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to ensure it is supporting individual children in the most effective, efficient and equitable way.
- Making sure that the SENCO and other relevant adults have enough time to carry out their duties.
- Having an overview of the needs of the current cohort of children on the SEND register.
- Working with the SENCO and Pastoral Lead, monitoring to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development.
- Working with the SENCO and Pastoral Lead to regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- Working with the SENCO, Pastoral Lead and teaching staff, to identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

Governing Body

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer.

- Do all it can to make sure that every child with SEND gets the support they need.
- Make sure that children with SEND engage in the activities of the school alongside children who do not have SEND.
- Inform parents when the school is making special educational provision for their child.
- Make sure that the school has arrangements in place to support any children with medical conditions.
- Provide access to a broad and balanced curriculum.
- Have a clear approach to identifying and responding to SEND.
- Provide an annual report for parents on their child's progress.
- Record accurately and keep up to date the provision made for children with SEND.
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans.
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out.
- Determine their approach to using their resources to support the progress of children with SEND.

SEND Link Governor

The SEND link governor is responsible for:

- Helping to raise awareness of and updating on any SEND issues at governing board meetings.
- Monitoring the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Working with the Headteacher, SENCO and Pastoral Lead to determine the strategic development of the SEND policy and provision in the school.

Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development. Parents or carers of a child on the SEND register will always be given the opportunity to provide information and express their views about their child's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

They will be:

- Invited to termly meetings, EHCP reviews and meetings with external agencies (all where appropriate) to review the need and provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the child's needs.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the child.
- Given an annual report on the child's progress.

The school will take into account the views of the parent or carer in any decisions made about the child.

Child

Children will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

This might involve the child:

- Explaining what their strengths and difficulties are.
- Contributing to setting targets or outcomes.
- Attending review meetings.
- Giving feedback on the effectiveness of interventions

The child's views will be taken into account in making decisions that affect them, whenever possible.

Identification and Assessment of SEND

We will assess each child's current skills and levels of attainment when they start at school. This will build on information from previous settings and key stages, where appropriate. We will also consider any evidence that the child may have a disability and if so, what reasonable adjustments the school may need to make. Class teachers will regularly assess the progress of all children and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a child is making slow progress, they will target the child's area of weakness with adapted, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCo to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the child's parents or carers, consider consulting an external specialist. Slow progress and low attainment will not automatically mean a child is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for children whose first language is not English.

When deciding whether the child needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the child and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. If a child is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the child starts at school, so support can be put in place as early as possible.

At Queen Victoria 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 SEND 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

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 by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Children 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

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 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 SEND definition.

Within school, children with SEND are identified on the school SEND register so that provision to meet their needs can be planned for. As children progress, they may be taken off the SEND register when their needs no longer require special educational provision.

There are other factors which could 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
- English as an additional language

- Being in receipt of child premium grant
- Being a looked after child
- Being a child of serviceman/woman

Consulting and involving children and parent

The school will put the child and their parents at the heart of all decisions made about special educational provision. When we are aiming to identify whether a child needs special education provision, we will have an early discussion with the child and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We have all relevant historical information about the child and family
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are.

We will formally notify parents if it is decided that a child will receive special educational provision.

A Graduated Approach to SEND Support

Quality First Teaching

At Queen Victoria Primary School all teachers are expected to deliver high quality teaching that is adapted and personalised to meet the individual needs of children.

The learning and attainment of all children is carefully monitored on a regular basis by the class teacher and senior leadership team. Any children who are falling significantly outside of the range of expected academic achievement will be identified as a cause for concern and they will be more closely monitored by staff in order to gauge their level of learning and possible difficulties.

A monitoring cycle will begin and the child's class teacher will take steps to provide adapted learning opportunities that will aid the child's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Where little progress is seen, further advice will be given by the SENDCo and decision will be made as to whether the child does present with a special educational need.

Parents will be informed fully of every stage of their child’s development and the circumstances under which they are being monitored through ongoing discussions. Parents are encouraged to share information and knowledge about their child with the school.

SEND Support

Some children need educational provision that is additional to or different from that made generally for other children.

Following the monitoring cycle, where it is determined that a child does have SEND, parents will be formally advised of this and the child will be added to the SEND register. The aim of formally identifying a child with SEND is to help school ensure that effective provision is put in place to remove barriers to learning and facilitate progress from individual starting points.

The support provided by the school consists of a four-part cycle:

1. Assess
2. Plan
3. Do
4. Review



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions and strategies which are the most effective in supporting the child to achieve. This cycle will be implemented in consultation with parents and children on a regular basis.

Assess

This involves clearly analysing the child’s needs using the class teacher’s assessment, the SENCO’s expertise, and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents and children.

This information should be reviewed regularly so that the support provided continues to meet the pupil’s needs. External support services may be involved to help inform the assessment of need and parental permission will sought.

Plan

Planning will involve consultation between the SENCO, teacher and parents to agree the provision, adjustments, interventions and support that are required, the impact on progress and development that is expected and a date for review. Parental involvement within this is vital to reinforce learning and contribute to progress.

All those working with the child, 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.

Do

The school will put the planned support in place. 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 to plan and assess the impact of support and interventions and make links with classroom teaching. Support with further assessment of the child's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

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 child and their parents. The class teacher, in consultation with the parents and child will revise the targets and provision based on the child's previous progress and development. External Agencies will be consulted and where appropriate will provide specific advice related to targets and provision. The teacher and the SENCO will revise the outcomes and support in light of the child's progress and development, and in consultation with the child and their parents.

Levels of Support

School-based SEND provision

A child receiving SEND provision will be placed on the school's SEND register. These children have needs that can be met by the school through the graduated approach. Where the child's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. These are known as the first two, 'Waves of Intervention'.

Wave 1 is the expectation of 'Quality First' teaching, where good quality teaching and adapting work to individual children means that a need is met. The needs of the children are taken into account, with high expectations for them. Children may have access to specialist resources in school, including nurture groups, identified 'in class' interventions and some additional adult support. This is the start of the graduated approach cycle of Assess, Plan, Do, Review and a child will have an ITP, informed by the Dudley Attainment and Progress Assessment (DAPA).

Wave 2 is usually where an external specialist may be asked to advise on more specialist support, generally where a child has not progressed as well as expected with the current additional support. This would form part of subsequent cycles of the graduated approach.

The system is a flexible approach to supporting children with a range of additional needs. It is important to understand that the system is fluid and children can move up and down the waves, dependent on constant evaluation of their needs and the impact of the additional support they receive.

The provision for these children is funded through the school's notional SEND budget. On the census these children will be marked with the code K.

Education, Health and Care Plan (EHCP)

Wave 3 is usually where a child has been assessed and received an Educational, Health and Care Plan (EHCP). This is a legally binding plan that has been developed by the local authority based upon advice from external agencies, the school and parents/carers.

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which can be requested by the school or 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 application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

- Any other external services 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 ECHP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about ECHP can found via the SEND Local Offer:

<https://fis.dudley.gov.uk/localoffer/>

or by contacting Dudley Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) on: 01384 236677

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 child's formal record and reviewed at least annually by staff, parents and the child. The annual review enables provision for the child to be evaluated and, where appropriate, for changes to be put in place. The provision for these children will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant). On the census these children will be marked with the code E.

Managing Pupils Needs on the SEND Register

Children who are identified as having a special educational need will be entered on the SEND register, in consultation with parents.

Some pupils will be supported by an individual plan, describing clear outcomes to be achieved. The plan will be tracked and reviewed termly by the class teacher in consultation with the SENCO, other school staff and parents. Additional opportunities to review pupils' plans will be discussed, if necessary.

If it is felt that children are making progress, which is sustainable, then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENCO, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school, when these will be passed on to the next setting. The progress of the pupil will continue to be monitored, through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance, then they can be once again added to the register.

Implementing SEND provision

All staff can access:

- SEND Policy
- Guidance on identification of SEND in the Code of Practice
- Documentation linked to the Assess-Plan-Do-Review cycle for individual children
- Historical documentation relating to individual children
- Historical progress data relating to individual children
- 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 children with special needs and their requirements which will enable them to provide for the individual needs of all children.

Evaluating the Effectiveness of SEND Provision

We evaluate the effectiveness of provision for children with SEND by:

- Tracking children's' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Collecting child and parent voice
- Monitoring by the SENDCo
- Holding annual reviews for children with EHC plans

Admission and Inclusion Arrangements

The school's admissions criteria does not discriminate against children with special educational 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 child in receipt of an EHCP must do so through the Dudley LA's SEND Team, who will arrange the appropriate consultation with the school's Governing Body regarding admission.

Liaising with External Agencies

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

- The LA's specialist advisory services for children with learning difficulties (Learning Support Team)
- NHS Speech and Language Service
- Behavioural, emotional and social difficulties (PRUs)
- Communication, Interaction, Physical and Sensory Service (CIPS)
- Educational Psychology Service
- Community Paediatrician
- Pre-school Special Needs Service (IEYS)
- Visual Impairment
- Hearing Impairment
- School Nursing Team
- CAMHS – referrals must be made through a GP
- Physiotherapy
- Occupational Therapy
- Social Care
- Dudley Counselling

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

Transition

Inter-School/Nursery to School Transfer

Records are received from previous schools/year group and passed to class teachers and the SENDCo. Where appropriate, further meetings between school and home may take place and an enhanced transition may be arranged.

Transfer to Secondary School

The class teachers in Year 6 have detailed discussions with secondary colleagues about all the children moving onto secondary school. In some cases, the SENDCo meets with Secondary SENDCos to discuss the Special Educational Needs of individual children moving to Year 7. All records are passed onto Secondary SENDCos. Where appropriate, further meetings between school and home may take place and an enhanced transition may be arranged.

Supporting Children with Medical Conditions

The school recognises that children at school with medical conditions should be fully 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 an 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.

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 children with SEND. The Staff 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 senior leadership team with the SENDCo, ensure that training opportunities are matched to school development priorities. All teaching and support staff are informed by the SENDCo about the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual children.

Accessibility

The school complies with all the relevant accessibility requirements. Please see the school Accessibility Plan.

Complaints Procedure

Most concerns can be resolved by speaking with your child's class teacher or SENDCo. If we are unable to resolve your concern, then an appointment can be made to speak to the Headteacher. There is a policy for dealing with concerns or complaints which is available on the school website or from the main school office.

Monitoring and Evaluation Arrangements

Evaluating the effectiveness of the Policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1. We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of children with SEND at the start of the autumn term
- How early children are identified as having SEND
- Children's progress and attainment once they have been identified as having SEND
- Whether children with SEND feel safe, valued and included in the school community
- Comments and feedback from children and their parents

Monitoring the Policy

This policy will be reviewed by the SENDCo every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the full governing board.

Links with Other Policies and Documents

This policy links to the following documents:

- SEND information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting children with medical conditions policy
- Attendance policy
- Safeguarding/Child Protection Policy
- Complaints policy

This policy complies with the statutory requirements laid out in the SEND Code of Practice: 0-25 guidance 2014

(<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)