

# RED HALL PRIMARY SCHOOL

Preparing our children of today, for the challenges of tomorrow



## Special Educational and Disability (SEND) Policy

**Date agree: Autumn 2021**

**Review date: Autumn 2023**

**Presented to Governors Autumn 2021**

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## **Red Hall Primary School SEND Policy**

### **Introduction:**

Red Hall Primary School provides a broad and balanced curriculum for all children. Access to the National Curriculum is the starting point for planning that meets the specific needs of individuals and groups of children. Some children have particular learning and assessment requirements that need to be addressed in order to achieve their full learning potential. Each child is entitled to high quality education that is relevant to their individual developmental needs. At Red Hall Primary School we aim to create a positive learning environment where pupils with Special Educational Needs can feel confident, therefore enhancing self-esteem and fostering interest and enjoyment in their own education. The involvement of teachers, pupils, parents and professionals all create an effective partnership which supports the successful implementation and delivery of Red Hall Primary Schools Special Educational and Disability Policy.

### **Principles and Procedures**

#### **Legislative framework:**

Red Hall Primary School's SEND policy for young people with special educational needs or disabilities is governed and informed by the statutory framework set out in the following guidance and documents:

- Special educational needs and disability code of practice:0-25 years (July 2014)
- Special educational needs and disability regulations 2014-schedule 1
- Special educational needs and disability code of practice:0-25 years-section 6
- Statutory Guidance on Supporting pupils at school with medical conditions (Sept 2014)
- Teacher Standards 2012
- Equality Act 2010 advice for school DFE Feb 2013
- Schools SEN Information report Regulations (2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Framework for SEND provision, Assessment and Education Health and Care Plans Dudley MBC August 2014
- School policies including Safeguarding, Medical Needs, Behaviour, Anti-Bullying, Equal Opportunities, Accessibility
- Data Protection Act 2018
- The Local Offer

## **Definition of 'SEND'**

The Special Education and Disability Code of Practice: 0-25 years (2014) states:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her; A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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



The definition of disability in the Equality Act (2010) states children with ‘...a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer. It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

## **Principles**

This Special Educational and Disability Policy, details how Red Hall Primary School will do its best to ensure that the necessary provision is made for any pupil who has Special Educational Needs and how those needs are made clear to all who are likely to teach him/her. The school will do its best to ensure that all teachers in the school are able to identify and provide for those pupils who have Special Educational Needs. Children with Special Educational Needs will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum. The school will encourage pupils with Special Educational Needs to join in the activities of the school together with pupils who do not have Special Educational Needs, so far as is reasonably practical and compatible with the child receiving the Special educational provision their needs call for and the efficient education of the pupils with whom they are educated.

In Red Hall Primary School, the views of the child will be sought and taken into account in decision making wherever possible. Children often have a unique knowledge of their own needs and from this they will have views about what sort of help is most useful to them. Participation will reflect the child’s evolving level of maturity. We also recognise the vital role parents play in supporting their child’s education. Creating a partnership with parents is vital as they hold key information. All staff will actively seek to work with parents.

## Objectives

### **In Red Hall Primary School:**

- The culture, practice, management and deployment of resources are designed to ensure all children's needs are met
- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- All staff will work together to ensure that any child's needs are assessed and identified early
- All staff will exploit good practice in reaching all these objectives
- All staff will take into account the views and the wishes of the child
- All professionals and parents will work in partnership and account will be taken of parents' views
- Progress and provision is monitored and reviewed regularly
- To work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- Interventions have clear targets and are reviewed regularly
- To ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals;

### **Roles and responsibilities:**

This SEND policy details how Red Hall Primary School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs to allow pupils with SEND to join in the activities of the school.

**Every teacher is responsible and accountable for all pupils in their class wherever or with whoever the pupils are working. All teachers are teachers of SEND students.**

Teaching and supporting such pupils is therefore a whole school responsibility requiring a whole school response. Meeting the needs of SEND students requires partnership working between all those involved - LA, school, parents/carers, students, children's services and all other agencies.

The Special Educational Needs Co-ordinator (SENDCO) sees to the day to day running of the school SEN policy.

### **The role of the SENDCO**

#### **A SENDCO's Role may include:**

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

- Co-ordinating provision for children with SEND
- Liaising with class teachers, discussing children's progress and offering advice when appropriate
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with external agencies
- Assessing children's needs.
- Managing a team of teaching assistants who work closely on a day to day basis with children.
- Monitoring the recorded progress of all SEND pupils.
- Meeting with parents at their request and to discuss progress.
- Maintaining their own personal development in specialist areas and contributing to the in-service training of school staff.

In Red Hall Primary School:

The SENDCO's role is the specific responsibility of Miss K Crowley.

### **The role of the Governing Body**

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

- Ensuring that provision of a high standard is made for SEND pupils
- Ensuring that SEND pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEND policy

### **The role of the Class Teacher**

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

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils
- Collaborating with the SENDCo to decide the action required to assist the pupil to progress
- Working with the SENDCO to collect all available information on the pupil
- In collaboration with the SENDCo, develop suitable targets for SEND pupils. The extent of the SENDCo's involvement is at the discretion of the school.
- Working with SEND pupils on a daily basis to deliver their individual programmes
- Developing constructive relationships with parents
- Being involved in the development of the school's SEND policy

### **The role of the Head Teacher**

The head teacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Governing Body well informed about SEND within the school

## Inclusion

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

## Identification, Assessment and Provision

A graduated approach to SEN support:

How do we identify and manage children with SEND in our school?

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

We understand that additional intervention and support cannot compensate for a lack of good quality teaching. Formal lesson observations, regular learning walks and book looks help us to monitor this and where necessary, provide feedback and strategies to improve teachers' knowledge and understanding of SEN.

Our SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the Graduated Approach.



### **The Graduated Approach**

- Assess** pupil's needs.
- Plan** how to support needs (e.g. extra teaching and interventions).
- Do** put extra support in place.
- Review** if it worked. How has this affected the pupil's needs?
- Start the cycle again.

## Teacher assessments and pupil progress meetings

Class teachers assess all pupil's current skills and levels of attainment on entry, building on information from previous settings and classes. On a regular basis, class teachers assess the progress of all pupils in reading, writing and maths, identifying in particular where pupils are making less than expected progress (with support from the SLT). Key stage coordinators monitor progress through termly pupil progress meetings with teachers.

Where a pupil's progress is causing concern, this may be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment e.g., wider development or social needs. We use assessment tools such as: Boxall assessments and SDQs (Strengths and Difficulties questionnaire), and ELSA (Emotional Literacy Support Assistant) questionnaires are planned.

### **Early identification**

The SENDCo works in close collaboration with the Early Years Foundation Stage (EYFS) teacher to ensure that needs are identified at the earliest point. Where there are concerns about a child, the SENDCo may do class observations and fill in an 'Early Concerns Form' in consultation with the EYFS teacher, parents, and child.

The form details a child's strengths and interests, areas of need, current attainment, strategies/intervention tried and the impact of these, and next steps. This is reviewed and if minimal progress is gained after two waves of targeted intervention, the child may be placed on the SEN record.



Children's SENDs are generally thought of in the following four broad areas of need and support (SEND Code of Practice 2014):

#### **Cognition and learning needs include:**

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

#### **Behavioural, emotional and social needs include:**

- Behavioural, emotional and social difficulties (BESD)

*Note: In the 2014 Code of Practice, behaviour is no longer regarded as an SEN, the underlying causes of severe behaviour are. They need to be identified through working closely with the family and child. It may be that these needs are met through other plans for example the CAF. If children have mental health needs, parents are encouraged to ask their GP to make a referral to CAMHS or the Paediatrician. School will support parents with letters or by attending clinic and hospital appointments at parents' request.*

#### **Communication and interaction needs include:**

- Speech, language and communication needs (SLCN), and
- Autistic spectrum disorders (ASD)

**Sensory and/or physical needs include:**

- Visual impairment (VI)
- hearing impairment (HI)
- Multi-sensory impairment (MSI), and
- Physical disability (PD).

Although not always covered by SEND legislation, at Red Hall School we identify vulnerable groups of children for additional consideration. Vulnerable groups include those on the Child Protection and Looked After Children registers as well as the SEND register, children with English as an additional language, children facing economic hardship and those with low attendance. It is the class teachers' and Senior Leadership Team's duty to ensure that these children have equality of access to the correct provision to meet their needs which may include additional adult support on an individual basis or within a small group, and differentiated curriculum.

**Adaptations are made to the curriculum for SEN children by:****Class Teachers**

- plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. Pupils with SEN are enabled to engage in activities available with those who do not have

**SEN by:**

- Seeking to ensure that activities outside the classroom and school trips are available to all.
- Risk assessing each trip, and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary.
- Parents/carers being invited to accompany their child on a school trip/ to after school activities if this ensures access.
- Making adjustments, where possible, to extracurricular school clubs to support the participation of vulnerable pupils.
- Auditing health and safety approaches and policies as and when appropriate.

**What do we do if we think a child may have SEN?**

1. The first response to concerns about progress is high quality teaching targeted at their areas of weakness.

2. If progress continues to be less than expected, the class teacher works with the SENDCo to assess whether the pupil has SEN. This includes looking at all the information gathered within school about the pupil's progress, alongside national data and expectations of progress. High quality and accurate formative assessment is collected. An early discussion with parents and the pupil will take place so they can be involved in planning what support to put in place. An Initial Concerns Form is completed.
3. The class teacher and SENDCo will plan how to support the pupil's needs.
4. Extra teaching or interventions designed to secure better progress will be implemented at an early stage ('do' stage of cycle). Support from outside agencies may be appropriate. A review date will be set.
5. After additional support is put in place, the class teacher and SENDCo will review the pupil's progress and response to such support. This will help identify particular needs and inform staff about whether the pupil has SEN. Where it is decided that a pupil does have SEN, the pupil's parents are informed and the decision is recorded on the school's SEND register.

All interventions are time-limited, aiming to accelerate their progress to age-related expectations. These interventions may involve group or one-to-one teaching. The SENDCo and class teachers will work closely with any support staff to plan and assess the impact of the support/interventions and to link them to classroom teaching. The intervention would be recorded on the classes individual Provision Map (PM). There will be half termly reviews of the PM to assess the progress and effectiveness of the intervention.

Intervention may include:

- Numicon
- Nurture Group
- Precision Teaching
- Fischer Family Trust
- Get Moving
- BR@P
- Pastoral care through Parent Support Intervention
- Education, Health Care Plan (EHCP)
- Speech and Language therapy
- Play Therapy
- ELSA intervention
- EMAS support
- Different learning materials or special equipment
- Small group or individual support /modification of work
- flexible teaching styles to match the way a child learns
- Use of signs and symbols
- IEPs (Individual Educational Plan) /IBPs(Individual Behaviour Plan)
- Relax Kids
- Drawing therapy
- Social Skills group

- Sensory circuits
- Wellcomm intervention
- Inner Chimp
- Lego Therapy
- breaking a task into smaller steps
- particular groupings or classroom organisation
- Extra adult time to devise the nature of the planned support and to monitor its effectiveness
- Staff development and training to introduce more effective strategies
- Access to support services for one-off or occasional advice on strategies or equipment

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and ensure links with classroom teaching. The SENDCo will support with further assessment of the pupils strengths and weaknesses.

### **Review**

Reviews of a child's progress will be made regularly. Each pupil has a file which includes the child's current IEP and some children have a one-page profile. Class teachers are responsible for showing how pupils are meeting their targets by recording evidence in the child's file. For example, if the target is to read 20 listed common exception words, evidence of precision teaching (flashcards, reading races, spelling races etc) may be included. IEP's and interventions are reviewed by the class teacher and SENDCo at least every half term (if not more regularly) to ensure that progress against the targets is being made and that the provision put in place is appropriate. Discussions with class teachers, teaching assistants and SLT happen regularly so that adjustments can be made. In addition, there are regular learning walks, book looks, pupil interviews and informal discussions with teachers, parents and pupils help the SENDCo to monitor the effectiveness of the provision for children with SEND. The Governing Body appoint a SEND Governor who monitors provision and outcomes for children with SEND on a regular basis. A record of this is logged in the minutes of Full Governing Body meetings and in governor visit forms. The SENDCo presents an update to Governors on an annual basis.

### **High Need**

Where a child's progress causes concern, interventions are put in place which are highly personalized to accelerate their progress and enable them to achieve their potential. As the result of a Pupil Progress meeting the decision may be taken by the Senior Leadership team, in consultation with the parents/carers and young person, to involve external support services provided by the LA and/or other agencies. These agencies will provide advice on setting appropriate targets and the use of new or specialist strategies or materials. They may administer more specialist assessments that can inform the

planning and measurement of the young person's progress. In some cases, they will provide support for particular activities. The SENDCo and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress.

The Triggers for outside agency support could be that despite receiving support within school the young person:

- Makes little or no progress even when teaching approaches are targeted specifically to address a young person's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in other curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques employed by the school;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.
- Makes slow progress in developing literacy and mathematics skills;
- Has emotional or behavioural difficulties which substantially and regularly interfere with the young person's own learning or that of the class groups, despite having an individualised behaviour management programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has communication and/or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning.

### **Referral for an Educational, Health and Care Plan**

A small number of children may go on to have an Educational, Health and Care Plan (EHCP) - these are children who have a lifelong or significant and complex needs. An Education, Health, Care Needs Assessment may be requested by the school, parent, health or social care. This will occur where the complexity of need or lack of clarity around the need of the child are such that a multi-agency approach to assessing that need, to planning the provision and identifying resources is required. The decision to make a referral for an Education, Health and Care plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents • Teachers • SENDCo • Social Care • Health Professionals

Information will be gathered relating to the current provision provided, action that has been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people co-ordinated by Dudley Council (including professionals from education, health and social care) about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision made by the Education, Health, and Care panel.

### **How do we manage pupil's needs on the SEN register?**

Every child has an Individual Education Plan (IEP) which is reviewed each term. This document shows what the child has achieved in a term, what support helped to make this possible, targets for the new term and what provision will be put in place to meet these targets. The class teacher or SENCo talks to the parents and child about their priorities and aspirations for the coming term and how this fits in with what they would like to achieve by the end of the year/ key stage (long term outcomes). This may be done as part of Parents' Evenings or may be an additional meeting. The class teacher and SENCo review the current IEP, discussing achievements, success of previous support, current attainment, progress and assessments, social and emotional needs, attendance, advice from outside agencies and the wishes of the parents and child. Targets are set and support is planned in. This information is shared with the SLT so that whole-school provision and budget can be allocated accordingly. It also helps to inform termly pupil progress reviews.



### **What provision do we have to meet pupil needs?**

Where pupils are identified as having SEN, the school provides for these additional needs in a variety of ways:

- in class support for small groups with an additional teaching assistant
- small group withdrawal with teaching assistant/teacher
- individual class support/individual withdrawal
- personalised individual timetables and behaviour plans
- further differentiation of resources (e.g. personalised word banks or sound maps)
- Selected Wave 2 interventions
- Selected Wave 3 interventions
- ELSA (Emotional Literacy Support Assistant) 1:1 sessions and group work
- Range of strategies and interventions from outside agencies (e.g. educational psychologist, speech and language therapist, Sycamore Centre, Autism Outreach, local authority learning support team etc.)

### **What methods of assessment do we use?**

Here are some of the ways we gather information about pupils' needs:

- Assessments of attainment e.g. EYFS profiles, SATs, reading running records, spelling assessments, 'NFER assessments, HFW (High Frequency Words) assessments, phonics and phonological awareness assessments, writing samples
- Boxall profiling and Strengths and Difficulties Questionnaire (SDQ)
- ELSA questionnaires and pupil feedback
- Completion of teacher concern forms
- Regular discussions with staff, parents and pupils



- Liaison with feeder or previous schools on transfer
- Information from outside agencies or other services

### **Criteria for exiting the SEN register**

Pupils will exit the SEN register when their progress is in line with local and national expectations and their support is no longer deemed necessary for them to continue to maintain their progress. These discussions will occur in the relevant meetings and parents will be kept informed of any decision relating to their child.

### **Monitoring and evaluating SEND**

Pupils on the SEND register have their attainment reviewed half termly at the Pupil Progress meetings with the Head Teacher, class-teacher and SENDCo. Every intervention is planned, evidenced, reviewed and analysed regularly for effectiveness. TAs and the SENDCO are involved in this process. The child's progress is then reviewed by the SENDCO reviewing the interventions and at the Pupil Progress Meetings. Our intentions are to evaluate and monitor arrangements to promote an active process of continual review and improvement of provision for all pupils. In addition through the Traded Service a specialist teacher assesses and monitors pupils receiving one-one targeted support as a result of specific learning needs being identified. Staff access her specialist knowledge to adapt teaching strategies/resources to meet the needs of pupils.

### **Home School Partnership**

At Red Hall we recognise and value the contribution of parents. Parents are always welcome to discuss their child and their views are respected and their concerns are taken into consideration at all stages of the SEND procedure. All parents and /or carers are invited to meet their child's class teachers at termly intervals as well as receiving a termly report. Parents of children identified as having SEND are also welcome to attend further consultation at which their child's progress, additional support, interventions and targets are discussed and agreed. Parents will be kept informed of any paperwork generated, programmes planned and review of targets which may be as often as once each half term. Parental views and input in the compiling of targets and programmes are always welcome. If your child receives an IEP/IBP parents are contacted at the start of the process then again at the end firstly to ensure parents are fully informed and secondly to enable parents to reinforce the targets at home. IEPs are designed to be a short term intervention to close any gaps of learning/understanding.



## **Procedures for working in partnership with parents at Red Hall Primary School include:**

- Open Door Policy
- Parent Support Adviser
- Review meetings
- Target Setting Meetings
- Parent Forums
- Curriculum Newsletters
- Leaflets to parents
- Termly Parents Meetings
- Information on the school website

### **Pupil Views**

Where appropriate, children with SEND are aware of their termly targets and are encouraged to self-review against these. As part of the formal review process for children with statements of SEN or EHCPs, pupils, are also asked about their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive.

### **Equal Opportunities**

Resources provide all pupils with opportunities to develop the range of skills identified in the planning. These activities are planned so that all pupils can access the various strands dependent upon their own ability. The language and learning needs of the EAL learners are acknowledged in all subjects.

### **Evaluating the Success of the SEND Policy**

The SEND Policy will be evaluated according to a range of criteria. These include:

- The amount of teaching time available to support pupils with SEND
- The number of pupils with SEND attaining age related targets
- Average reading improvement of pupils receiving this type of support
- The number of planned programmes of intervention
- The amount of time allocated to SEND by governors
- The proportion of teachers' records which include information on the SEND of pupils in their classes
- The proportion of teachers' records which show evidence of differentiation for pupils with SEND
- INSET time allocated to staff development with reference to SEND
- The proportion of parents attending or contributing to reviews or consultations

- The identified staff fulfil the expectation of the school in carrying out procedures for SEND and produce the necessary paperwork (e.g. IEPs, reviews, reports, assessments, classroom organisation and teaching records)
- Recommendations by external agencies are acted upon and incorporated into the curriculum.
- The pupils are confident and well-motivated and are making measurable progress
- There is movement between 'stages' and the number of pupils on the records.

### **Supporting pupils at school with medical conditions**

Red Hall School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils 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 pupils also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and here, the SEND Code of Practice (2014) is followed.

Red Hall School wishes to ensure that pupils with medical conditions receive appropriate care and support at school. The schools policy for managing the medical conditions of pupils has been developed in line with the Department for Education's guidance released in April 2014.

Red Hall's policy for, 'supporting pupils with medical conditions' is available on our website or on request, from the school office.

#### **Access for disabled pupils**

Ramps have been built in school to allow for wheelchair access. Disabled toilet – Existing toilet adapted for wheelchair access, including bed, hoist etc.

### **Specialisms**

The SENDCO and other staff keep up-to-date with new developments in SEND by:

- Reading relevant Special Educational Needs and Gifted and Talented literature
- Subscription to Special Educational Needs and Gifted and Talented journals
- Regular access to Special Educational Needs and Gifted and Talented web sites (e.g. SENDCO Forum, DfES Special Educational Needs site, NASEN....)
- Attendance at Dudley SENDCO Forum and Gifted and Talented Conferences
- Attendance at Dudley and North Dudley Learning Partnership Short courses
- Informal advice from external agencies
- Liaison with other SENDCOs
- Accredited training

#### **Areas of Additional Educational Needs experience and expertise**

Members of staff complete specialist training as and when needed.

Miss K Crowley completed the Post Graduate Certificate in Professional Studies (SENDCO) in July 2013.

Mrs Darby and Mrs Jones are also trained SENDCO and have a specialism in SEND.

Miss Harris has completed an accreditation in ELSA.

Mr Esson is a trained counsellor.

### **Complaints**

As a school we believe that the Special Educational Needs of pupils are best met when there is effective collaboration and communication between school, other agencies, families and pupils. We aim to foster good working relations with all of these groups, especially parents.

### **Procedures in Red Hall Primary School**

If a parent is not satisfied with the SEND arrangements for their child they should contact the school in the first instance so individual needs can be discussed. If the issue has not been resolved there is a complaints procedure which is outlined in the school handbook.

### **In-Service Training and Continuing Professional Development (INSET / CPD)**

The school is committed to providing INSET and staff development in regard to SEND is a regular part of this. We monitor, review and develop all teachers and support staff's understanding of strategies to identify and support pupils with 'SEND'. Teachers, Higher Level Teaching Assistants and other classroom staff receive at least annual training updates on our provision every September and whenever other changes are made. In addition staff attend or cascade training from outside agencies.

### **Transition into and within school**

The general procedures for receiving and transferring pupils is outlined in the school policy document Admissions and Transfers Policy. We understand how difficult it is for pupils and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from the nursery and into the secondary phase – as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher or Secondary SENDCO
- Opportunities to take photographs of key people and places in order to make a transition passport.

Enhanced transition arrangements are tailored to meet individual needs. At the end of each year the current teacher meets with next year's teacher to discuss the transition of the pupils and especially the pupils with SEND. Discussions about Year 6 SEND pupils moving to the Secondary Phase take place between the Primary SENDCO and Secondary SENDCO so that relevant information is passed on.

## Partnership with External Services

The school works closely with external services recognising the importance of the role they play in helping the school identify, assess and make provision for pupils with SEND. The school has good links with the following services:

<b>External Agency</b>	<b>Nature of support provided for pupils</b>	<b>Referral routes</b>	<b>Liaison arrangements</b>
<b>Learning Support Service</b>	Academic assessment, monitoring, reviewing	Proforma via SENDCO	Open
<b>Educational psychology for everyone</b>	Behavioural support, observations, Behaviour support plans/advice	Proforma, via SENDCO	Every two weeks
<b>Speech and Language Therapy</b>	Speech programmes written, implemented and delivered.	Proforma, via SENDCO	Termly
<b>Occupational Therapy</b>	Exercise plans and OT advice.	G.P	Open
<b>Physiotherapy</b>	Physiotherapy advice and programmes for children with physical disabilities	G.P	Termly
<b>Autistic Outreach Service (AOS)</b>	The AOS holds termly forums for SENDCOs to provide advice and sometimes observations of children with a diagnosis of autism or Asperger's syndrome.	G.P/ CAMH's	Termly
<b>School Health Advisor</b>	The school Health Advisor comes into school on a regular basis to carry out health check and see parents.	Drop in/ Proforma, via SENDCO	Monthly

<b>The Sycamore Centre</b>	Behavioural support, observations, Behaviour support plans/advice	Proforma, via SENDCO	Weekly
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We also have links with, Child and Adolescent Mental Health Service, Counselling Service, Physical and Sensory Support Service and Social Services when the need arises. Support from the service for the visually impaired, the hearing impaired, the occupational therapist or physiotherapist is accessed as and when required. Regular contact is established and developed with all the above agencies. The SENDCO co-ordinates the liaison, contact and support times of external staff to ensure the work of these agencies is efficient, effective and the benefit to the pupils and staff in the school is maximised. Parents are always informed when the school consults an external agency on behalf of their child, and parental permission is required if an external specialist assesses or supports a child.

**Dudley Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)**

LAs must make arrangements to provide information and advice on Special Educational Needs and Disability matters to the parents of children with Special Educational Needs or Disability in their area. The Special Educational Needs and Disability Information, Advice and Support Service within Dudley LA is based at Saltwells Education Centre, Bowling Green Road, Netherton, Dudley DY2 9LY. Help line (answering machine): 01384 236677

E-Mail: [dudley.sendiass@dudley.gov.uk](mailto:dudley.sendiass@dudley.gov.uk)

Web: [www.dudley.gov.uk/dudleysendiass](http://www.dudley.gov.uk/dudleysendiass)

The Special Educational Needs and Disability Information, Advice and Support Service has the following core activities:

- Working with parents and pupils
- Providing information and publicity
- Training, advice and support
- Networking and collaboration
- Helping to inform and influence local SEND policy and practice
- Providing access to an Independent Parental Supporter for those parents who want one.

**Who can I contact for further information?**

If you wish to discuss your child’s educational needs or are unhappy about something regarding your child’s schooling please contact one of the following:

Your child's class teacher

- ❖ Phase Leader:
  - Foundation Stage – Mrs Hollingsworth
  - Years 1 and 2 – Miss Caddick
  - Years 3 and 4 – Mrs Ferguson
  - Years 5 and 6 – Mrs Lewis
- ❖ Miss Crowley SENDCo
- ❖ Mrs Shaw (Deputy Head)
- ❖ If the issue still has not been resolved please contact:
  - ❖ Mrs Tomlinson (Head Teacher)
  - ❖ Mrs Mills (SEND Governor)
  - ❖ Mr Esson – Pastoral Lead + Deputy DSL

Appointments can be made with any of these people through the school Office.  
Telephone number: 01384 813850

### **SEND Information Report**

The school will ensure that the SEND information is assessable on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required should include:

- Identifying children and young people with SEN and assessing their needs;
- Assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review;
- Supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society;
- Adaptations to curriculum, teaching and the learning environment and access to ancillary aids and assistive technology;
- Securing expertise among teachers, lecturers or other professionals to support children and young people with SEN;
- Assessing and evaluating the effectiveness of the provision they make for children and young people with SEN;
- Enabling children and young people with SEN to have access to facilities and extra-curricular activity available to all children in the setting;

- Supporting and improving emotional and social development, including extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.
- Named contacts for parental concerns

### **What is the Dudley's Local Offer?**

The Dudley Local Offer brings together in one place information about the help and services (health, education and social care) in Dudley for children and young people with SEND and their families. Our arrangements for assessing and identifying pupils as having SEN is agreed and set out as part of the Local Offer. For more information, please visit:

[SEND Local Offer \(dudleyci.co.uk\)](http://dudleyci.co.uk)

For quick access to information on local services and activities across Dudley ring 01384 814398 or click [Dudley's Local Offer](#)

### **How is SEN funded?**

What training and resources does our school have?

- A proportion of the school budget is used to support pupils with SEN and disabilities. This is allocated as follows:
- Non-contact time for SENCo
- Teaching assistants (including 1:1 support)
- Support from outside agencies
- EP support package
- LSS support package
- Training for staff
- Resources (e.g. dyslexic-friendly books and iPad apps, assessment resources)



In order to maintain and develop the quality of our provision, staff are encouraged to undertake training. Staff performance management reviews support the identification of areas for development. After SEND reviews, the SENDCo liaises with the SLT about training that may need to take place so that children's needs can be adequately met. Training to be undertaken is specified in the school professional development plan which is updated annually. Training is offered through a range of in-house training and external training courses.

The equipment and facilities to support children with SEND will be secured by the SENDCO and headteacher through managing budgets and applying for additional funding. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The SENDCo regularly attends the local SENCo network meetings in order to keep updated with local and national changes in SEND.

### **How and when do we review the SEND policy?**

This policy is updated by the SENCo every two years and is reviewed by the headteacher and Full Governing Body. This is then shared with staff so that they are aware of any changes to our policy.

**Conclusion:**

Our intention is to provide the opportunity for all children, including those with SEND, to progress towards achieving their full potential. The partnership between home and school is highly valued and children's views are listened to.

**Related policies**

This policy should be read in conjuncture with other school policies particularly all teaching and learning policies, Accessibility plan, Anti-bullying Policy, Behaviour Policy ,Safeguarding Policy, behaviour for learning, the home school agreement and the Local Offer.