



Bearwood Primary School

**Policy for pupils with
Special Education Needs and Disabilities
(including the SEN Information Report)**

September 2016

SECTION 1 : Key information

If you have any queries regarding your child in relation to special needs please contact our special needs co-ordinator (SENCo)

Miss Dawn Steventon

Please contact her by phone: 0121 434 4499 or e-mail dawn.steventon @bearwood.sandwell.sch.uk

Miss Steventon is a senior member of staff and part of the school leadership team. Miss Steventon has worked at Bearwood for 9 years and has a wealth of experience of working with pupils with SEN in our inclusive school.

SECTION 2 : Aim and Objectives

Aim

To raise the aspirations and expectations for all pupils with SEN

Objectives

We will:

- Ensure the earliest possible identification of SEN
- Involve parents as partners in the SEN process
- Regularly monitor and review each child's progress and take appropriate action
- Ensure that the school works within guidance provided by the SEND Code of Practice 2015.
- Make full use of the expert support facilities eg Medical Services, Educational Psychology Service, Social, Emotional and Mental Health Support Service, Specialist Units etc
- Cater wherever possible for the full range of special needs within school

SECTION 3: Identifying Special Educational needs

Children are identified as early as possible through a range of strategies, including using WELCOMM language assessment in Nursery and Reception classes and discussions at half termly pupil progress meetings throughout school.

The triggers for placing a child on the SEN register will be:

A child who despite receiving differentiated learning opportunities makes:

- Little or no progress even when teaching approaches are targeted particularly in a child's area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- Has sensory and/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

- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

Children will not be placed on the SEN register as a result of falling behind due to:

- Solely having a home language or form of home language that is different from the language in which they will be taught.
- Poor attendance and punctuality
- Health and welfare issues
- Being in receipt of pupil premium grant
- Being a Looked After Child

But we will work to address the impact that these issues may have on progress and pupils that fall into any of these categories.

SECTION 4: A graduated approach to SEN Support

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years.

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily.

- Class teachers are responsible and accountable for the progress and development of 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 to responding to pupils who may or may not have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.
- We regularly check the quality of teaching for all pupils through lesson observations, learning walks, planning and work scrutinies and pupil progress meetings.
- If a pupil is identified as not making adequate progress at a pupil progress meeting, the class teacher, SENCo and senior leadership team will discuss strategies to be used to accelerate progress including, the use of interventions, 1:1 teaching assistant or teacher support.
- For higher levels of need, the SENCo will consult with parents and make a referral to the school's educational psychologist or specialist learning teacher.

SECTION 5: Managing pupils needs on the SEN register

Pupils on the SEN register will have an **individual provision plan (IPP)** and an **individual timetable**, outlining how and by whom additional support is offered.

The IEP will be drawn by the SENCO and class teacher in collaboration.

The class teacher is responsible for updating the plan and is accountable for evidencing the progress towards the objectives

Every **8 weeks** the plan will be reviewed and a new plan written by the SENCo and class teacher.

The class teacher and SENCO will meet in school time.

The level of provision is based on need.

If the school identifies that additional funding and support are needed from the LA High Needs Block, the school will work in close collaboration with the school educational psychologist and parents.

SECTION 6: Consultation with parents

When we have an initial concern parents will be spoken to by the class teacher and then by the SENCo, Miss Steventon. Parental permission will be sought before making any referrals to outside agencies or placing a child on the SEN register. At every stage of the process, parents will be kept fully informed by our SENCo and regular meetings will take place to review a child's individual provision plan.

SECTION 7: Consultation with children

All children at Bearwood are involved in their learning and are made aware of their next steps. Children with special needs have targets which are shared and discussed by the child's class teacher.

SECTION 8: Supporting children and families

Bearwood works with other agencies to support children with SEN

Parents can contact :

Sandwell Inclusion Support on 0121 569 2777

Early Years Team 0121 569 2859

Sandwell SEN services on 0121 569 8240

Parent referrals for Speech and Language, occupational therapy and physiotherapy on 0121 612 2010

Sandwell Parent partnership on 0121 552 0047

When pupils transfer between phases of education, we will consult with parents and carers about how best to support their child. We will liaise closely with the new school to support the transition, ensuring that we pass on all necessary information. Where appropriate we will arrange additional visits to the new learning environment.

Parents can find out further information from the LA local offer at www.sandwell.gov.uk/SEND

SECTION 9: Monitoring and evaluation of SEN

The school regularly and carefully monitors the provision on offer for all pupils through lesson observations, work scrutinies, planning scrutinies, pupil interviews and analysis of pupil progress data.

The SEN governor also makes regular checks on the schools' work by regularly visiting the school and meeting with the SENCo.

If parents have a concern or complaint, they should initially contact the Head Teacher. If the issue cannot be resolved at this level, the parent would be directed to the school's complaints procedure.

SECTION 10: Training and resources

SEN is funded through the school's delegated budget. A very small number of children currently receive additional funding through the LA High Needs Block.

In order to maintain and develop the quality of teaching and provision to respond to all the strengths and needs of pupils, all staff undertake regular training and development.

The school's SENCo regularly attends the LA SENCo network and the Smethwick SENCO network in order to keep up to date. The school's SENCo also completed the 'SENCo National Award' in 2016 via the University of Birmingham

SECTION 11: Roles and responsibilities

The Governing Body has a duty to ensure that, within the resources made available to it, there is provision for the efficient education of all children, including children who have identified special educational needs. To help them achieve this, one named Governor has responsibility for overseeing SEN provision including the resourcing for SEN support, which is reviewed annually. **This is currently Ms Paula Grant**, who can be contacted via the school.

The Head Teacher is responsible for ensuring that the resources provided are used efficiently and effectively and that the SEN policy is implemented throughout the school.

The SENCo is responsible for managing the day-to-day implementation of the SEN policy.

The SENCO responsibilities include:-

- Overseeing the day-to-day operation of the school's SEN policy
- Coordinating provision for the children with special educational needs
- Liaising with and advising fellow teachers
- Managing learning support assistants
- Overseeing the records of all children with special educational needs
- Liaising with parents of children with special educational needs
- Contributing to the in-service training of staff
- Liaising with the external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.

Learning Support Practitioners who are specifically assigned to individual children with a statement, or who work with children, who have special educational needs, operate under the direction of the class teacher who has prime responsibility for the day-to-day education of the child/children.

All other staff with supervisory roles should be aware of the needs of SEN children and the relevant strategies that have been agreed. Lunchtime supervisors will be informed by the class teacher.

Parent/Carers as key partners in the education of their child, should be encouraged to exercise their parental responsibilities with respect to their child's needs. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Pupils also have a responsibility to themselves and others (including their parents/carers and teacher) to work purposefully towards attainable agreed targets so that, ultimately they benefit from the structured programme that is intended to assist their learning and enhance their opportunities.

All teaching staff have an individual, professional responsibility to ensure that within the resources available, a differentiated curriculum is provided and appropriate teaching styles are employed so that, as far as possible, the needs of all children are met and all children in the class have equal opportunity to access the full curriculum. There is a professional responsibility to maintain records and review action plans that are shared with parents/carers and then passed to the successive teacher as part of the formal records. All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

Section 12: Reviewing the policy

The SEN policy will be reviewed annually.