

HARBORNE PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY

November 2023

Rationale

Harborne Primary is a caring community where we encourage mutual trust and respect for all. Staff endeavour to secure the best provision for every pupil that has special educational needs (SEN) within the resources available, in order that they may achieve their best, and enjoy being part of a happy and stimulating environment. Decisions around SEN are made in the light of the guidance set out in the SEN Code of Practice 2014.

Definition of Special Educational Needs

Children may be identified as having SEN if they have a difficulty which impedes their learning as described in the Code of Practice 2014. This is regardless of ethnicity, culture, religion, home language, family background or gender.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- (c) a child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

The four primary areas of need are:-

- Communication and Interaction (Difficulty with communicating with others, finding it difficult to say words/express themselves, understanding what is being said, difficulties with social interaction e.g. autistic spectrum disorder.)
- Cognition and Learning (Learning at a slower rate than peers, even when appropriate differentiation has been put into place.)
- Social, Emotional and Mental Health difficulties (This need can manifest itself in many different ways – withdrawal, isolation, challenging or disruptive behaviour, anxiety, depression, self-harming.)
- Sensory and/or physical needs (e.g. visual/hearing/physical impairment which prevents children from accessing educational facilities generally provided).

Children can have needs in more than one area.

Aims:

We believe that all pupils have the same entitlement to access all areas of the school curriculum.

Our aim is that all pupils with SEN

- Achieve their best
- Make successful transition to adulthood
- Become confident individuals living fulfilling lives

We endeavour to achieve this by:

- Making SEN provision an integral part of our School Development Plan.
- Supporting successful transition of SEN pupils beyond their life in the school.
- Reducing barriers to achievement and making reasonable adjustment to the curriculum to meet the needs of the individual when necessary.
- Enabling all SEN students to join in the activities of the school together with pupils who do not have SEN, as far as is reasonably practical.
- Keeping up to date all Governors, particularly the SEN Governor, about the school's SEN provision.
- Involving the full Governing Body in the future development and monitoring of this Policy.
- Valuing the involvement of parents and pupils in decision making, through regular meetings, and through parent partnership services.
- Providing access to a broad and balanced curriculum which enables pupils with SEN to be included successfully in a life-long learning process, leading to significant achievement in educational progress.
- Including children with SEN as valued, respected and equal members of the learning community with other children or young people of the same age.

If we are to achieve creative and effective use of resources, then we plan to work together. This will involve close consultation with parents, carers, teachers, outside agencies, social services, health services, and with our children themselves.

We will work with early years and secondary settings to increase the opportunities for developing inclusive practice, and to support transition between the key stages.

Roles and responsibilities

Governing Body

Governor Responsibilities

- To determine school policy with the Head Teacher including staffing and funding arrangements.
- To consult the Birmingham Services for Children, Young People and Families when necessary to seek advice and guidance on SEN issues.
- Give full regard to the Code of Practice 2014, Working Together to Safeguard Children (2013), Supporting pupils at school with medical conditions (2014) and the Equality Act (2010).
- Provide a named Governor for SEN who will liaise with the SENCo on a regular basis and who will have a specific oversight of the school's arrangements and provision for meeting SEN.

- To promote high standards relating to all pupils in the school including those with special educational needs.

Staff Responsibilities

All staff are involved in the development and implementation of the SEN Policy. Some staff have specific responsibilities.

The Head Teacher/Inclusion Leader

- To have day-to-day responsibility for the management of all aspects of SEN.
- To determine school policy with the Governors including staffing and funding arrangements.
- To ensure that the policy reflects and supports effective provision.
- To ensure confidentiality.
- To make reasonable adjustments to the national curriculum if this is appropriate for a child.
- To be responsible for the procedures during statutory assessment.
- To keep the Governing Body informed.
- To work closely with the SENCo and the SEN team.

Special Educational Needs Co-ordinator

- To write the policy and to undertake policy review.
- To oversee the day-to-day operation of the policy.
- To ensure effective communication between staff on all SEN issues.
- To maintain the school's SEN database.
- To support and provide appropriate assessment.
- To give advice to staff on all SEN matters.
- To support teachers in setting targets and monitoring progress of children with SEN.
- To review progress annually in conjunction with teachers, parents and agencies, of children with EHC Plans
- To oversee all records and ensure correct documentation is available for statutory assessment.
- To liaise with the Head Teacher, parents and external agencies.
- To contribute to regular in service training.

Teaching Staff

“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.” (6.36 CoP 2014)

- To assist in updating the policy.
- To ensure that subject policies make reference to SEN.
- To deliver differentiated high-quality curriculum for children with SEN.
- To provide SEN support in the form of a four part cycle of assess, plan, do, review.
- Liaise with the SENCo on issues relating to SEN.

Teaching Assistants/HLTAs

- To value their role as a Teaching Assistant and important member of the Learning Support Team.
- To be invited to twilight and whole school INSET training.
- To be part of the continuous cycle of assess, plan, do, review.
- To foster the self-esteem of pupils with whom they are involved.
- To keep records of the work they carry out.
- To report matters of concern and achievement to the Class Teacher.

Parental Involvement

- The school will actively seek to work closely with parents and value the contribution they make.
- Their unique strength, knowledge and experience of their own child can be best used to support their child.
- Parents will be kept informed at the start of any SEN provision and kept fully informed of all changes and amendments.
- Parents will be invited to discuss pupil's progress.
- An on-going partnership with parents will be developed.
- Parents will be made aware of the Parent Partnership Service (now SENDIAS – the Special Educational Needs and Disabilities Information Advice and Support Service) where applicable.
- Parents will have access to the school's SEN Policy and the Local Authority's Local Offer through the school website

Pupil Participation

- The ethos, organisation and culture of the school will actively support pupil participation.
- Pupils are given an opportunity to participate and express an opinion in any matter affecting them and their views given due weight according to their age, maturity and capability.
- It is our aim that pupils will develop the ability to participate and become involved in their own target setting and review process in line with the whole school policy.
- Pupils' success will be celebrated giving due consideration to the pupils' self-esteem and confidence.

Identification, Assessment and Provision

Identification

Harborne Primary School prides itself on the early identification of Special Educational Needs. Once a pupil has been identified as having SEN, the class teacher will meet with the parent to let them know that their child has been placed on the special needs register and that additional support is being provided. Although we can identify that a child has SEN, and can make provision to meet those needs, we do not offer a diagnosis.

Identification of additional needs is achieved by: -

- A robust system to highlight concerns at an early stage with the SENCo followed by early screening, identification of needs and recommendations for support.
- Further, more detailed assessments of individual children who present with difficulties carried out by the SENCo and PSS.
- Termly screening using SEN continuum and the School's data tracking system.

Provision

Many children who are not progressing as expected or are falling behind their peers can be supported through normal teaching and learning strategies, modification to teaching approaches and to classroom organisation, and/or through ancillary equipment or aids. Those who have SEN, however, will sometimes require interventions, or SEN provisions, that are additional to, or different from, those normally provided.

The SENCo and inclusion leader will support the teachers and teaching assistants with advice in providing interventions in class.

Provision will be regularly appraised throughout the year, in the light of on-going and changing needs.

The 'Graduated Response'

Once a need has been identified, children are supported through an 'assess, plan, do, review' cycle.

Assessment

The class teacher or SENCo will carry out more detailed assessment to inform the kind of provision required. All available evidence will be used including historical information, attainment, information from parents and teachers, and, where appropriate, information from outside agencies.

Plan

These assessments should quickly lead to a plan of action. This plan is referred to as an Individual Target Plan (ITP). This will be discussed with parents/carers and the child. Targets will be given and suggestions will be made about how parents/carers can support the child at home.

The plan will be implemented and provision will be made. The provision will depend on the need but could involve any of the following:

- small group work
- paired work
- pre-tutoring
- extra guided sessions
- different teaching approaches e.g. specific IT programmes such as Word Shark
- specific interventions such as precision teaching
- specific resources such as writing frames, or specific practical apparatus
- staff development and training to introduce more effective strategies.

At Harborne Primary, 'learning plans' are often written for children who require additional provision. Learning plans are used to inform all teaching staff about children's strengths and needs, and the type of additional provision/approaches that are recommended. They are written with the children and children are given an opportunity to include strategies that they find particularly helpful. Learning plans are also useful when children move schools or transition to secondary education. Parents often

contribute to the learning plans so that a full picture of needs and strengths can be obtained.

Do

The plan will be implemented over a number of weeks, often over a term. During this time, teachers will continue to observe and assess the impact of the additional support and include the child in this process.

Review

The progress of every pupil is monitored at termly pupil progress meetings. In addition to this, the progress of pupils with SEN is reviewed at an SEN review meeting with the teacher, parent/carer and child. Review meetings take place termly.

At this meeting, a decision will be made, either to discontinue the additional support and provision because the child has made sufficient progress to close the gap, or to continue/adapt the support and prepare another plan.

If the child continues to make no or very little progress, a decision will be made about further steps that could be taken, including involving outside agencies.

The progress towards outcomes of pupils with SEN are sometimes monitored through the use of the Maths and English Toolkits. These monitoring tools are used to evaluate the effectiveness of the current provision for Speaking and listening, reading and writing skills. These learning ladders or taxonomies are called Individual Target Plans, as mentioned above. They are used to help set targets and record when targets are met. They can also be very useful in supporting transition between phases and giving parents ideas for supporting their child at home.

Support Provision Plans

Where children experience a high level of need and require additional resources, school and parents may agree to request a Support Provision Plan. Additional funding is requested with the plan, based on a multi-agency involvement. If granted, this funding is used to provide more specialist interventions and/or additional TA support in class.

Statutory Assessment

If a pupil is likely to require a specialist setting at primary or secondary level, the head teacher or the parents may request a Statutory Assessment.

The school supports the local authority Special Educational Needs Assessment and Review team (SENAR) by providing the evidence required for an Educational Health and Care Plan.

The local authority considers the need for a statutory assessment, and, if appropriate makes a multi-disciplinary assessment, including assessments by Health Services. If the local authority deems an EHC Plan is appropriate, it will carry out the statutory assessment and write an EHC Plan. The school then reviews this plan annually. During this review annual targets are set and reviewed. Details of this process can be found on the website: www.localofferbirmingham.co.uk.

SEN and EAL

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Children joining our school may be proficient in another language and need a period of adjustment to demonstrate those abilities. Pupils usually acquire the ability to communicate competently within two years of exposure to English. Therefore, on entry to school it is important to obtain prior knowledge of a child's English. This should happen when:

- A child enters the school in Reception
- An older child joins the school.

Information about a child's level of English is collected by the office as part of the admission process. Information about the school, and signposting to resources are provided.

Newly arrived children from overseas should have appropriate language targets set and reviewed regularly over their first year. Progress is monitored by class teachers, and new targets set, using the English and Maths Toolkits and individual target plans.

If an EAL child has special educational needs they will have equal access to the SEN provision.

Signposting to other relevant policies

These may include:

- Behaviour and Anti-Bullying Policy.
- Attendance Policy.
- Equal Opportunities Policy.
- Equal Objectives Statement.
- Accessibility Plan.
- Risk Assessment Guidelines.
- School Development and Improvement Plan (SDIP).
- EAL Policy.
- Provision Map.
- Teaching and Learning Policy.
- Disability and Equality Scheme.
- LAC and Previously LAC Policy.

Admission Arrangements

Children are admitted to school in the September following their fourth birthday. In line with Birmingham policy, places are offered in the following order of priority: -

- Children with a statement of Special Educational Needs or an Educational Health Care Plan that names this school.
- Children with brothers or sisters already in school.
- Those living nearest the school.

When SEN pupils join the school we will:

- Liaise with the previous school's SENCo where possible.

When SEN pupils leave the school we will:

- Pass on information about the pupil's educational history to any receiving school.
- Complete other transfer documentation as required.
- Where a child has significant needs that make transition a challenging time, we will support transition with visits to the new school, the making of a transition book and visits by new teachers to meet the pupil in school.
- Liaise with the SENCo of the new school if they are available.

Criteria for Evaluating the Success of the SEN Policy

The following criteria will be used:

- The school offers a high level of provision and expertise for children with special educational needs.
- Special educational needs intervention makes a measurable difference to the pupils for whom it is provided.
- All school staff regard themselves as providers of support for children with SEN (this may be cognitive and/or pastoral).
- The school has an effective working partnership with parents and outside agencies.
- INSET time allocated to staff development with reference to special educational needs.
- A high proportion of parents attend or contribute to reviews and consultations.
- Staff fulfil the expectation of the school in carrying out procedures for special needs and produce the necessary paperwork e.g. ITP's, Reviews, Reports etc.
- Recommendations by external agencies are acted upon and incorporated into the curriculum.
- Children are confident, well-motivated, and make good progress.

Birmingham Support Services

Harborne Primary works with a variety of support services:

- Forward Thinking Birmingham
- Pupil School Support Service
- Speech and Language Therapy Service
- Physical Difficulties Support
- Educational Psychology Service
- Occupational Therapy
- Physiotherapy
- School Nursing Service
- Local Community Paediatricians
- Sensory Impairment Team
- SENDIASS (Special educational needs and disability information and advice service)
- The Sweet Project
- Charities such as Barnardos and TLG (Transforming Lives for Good).

Harborne Primary Special Educational Needs Offer

The Code of Practice 2014 states that schools must set out their SEN information on the school's website. Our website contains a summary of what we are able to offer children with additional needs and reflects this policy. This document is called Harborne Primary's SEN Information Report and reflects Birmingham Local Authority's 'Local Offer'.

Birmingham has a dedicated website for children with disabilities and special educational needs. This can be found at: <https://www.localofferbirmingham.co.uk/>.

Complaints Procedures

We hope that parents will always feel able to discuss any concerns they may have with the Class teacher or year group leader. These are the people who know the child best and can usually sort out any issues. We take any such concerns seriously, and aim to resolve them as quickly and sensitively as we can, and usually within two school working days. However, if parents are still not satisfied, you may formally complain (verbally or in writing) in the following way:

a. **First to the Head Teacher**

Telephone: 0121 464 2705

Email: enquiry@harborne.bham.sch.uk FAO Head Teacher

Letter: FAO Head Teacher.

If he is unable to resolve things then you should proceed to the

b. **Governing Body**

Telephone: 0121 464 2705

Email: enquiry@harborne.bham.sch.uk FAO Chair of Governors

Letter: FAO Chair of Governors.

Finally, if you are still not satisfied, you have recourse to the

c. **Local Authority**

Information about contacting the local authority can be found on the local offer website: <https://www.localofferbirmingham.co.uk/>

The school will log all letters and emails of complaint addressed to the Head Teacher and acknowledge these within two working days of receipt during term time. The complaint will be investigated and, where possible, a reply from an appropriate member of staff will be issued within one week of receiving the complaint. If this is not possible, the school will inform you of when you can expect to receive a reply.

These same time scales and procedure will apply to a complaint addressed to the Chair of Governors.

Conversely, if parents are pleased with the school's achievements, we really hope they will tell us!

Monitoring and Reporting Arrangements

The SEN Policy has been presented to the Governing Body (having been discussed by the Curriculum Committee beforehand) and will be reviewed regularly.

Reviewed by governing body.7/12/23.....