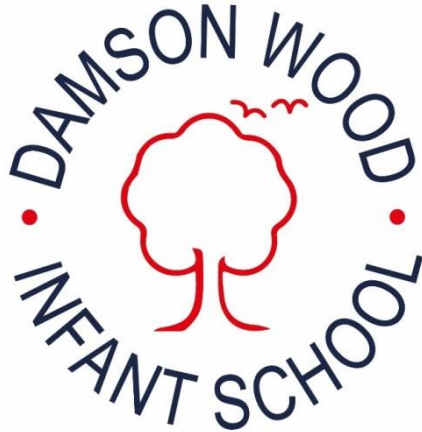


Central Schools Trust



INCORPORATING BALSALL COMMON PRIMARY SCHOOL AND DAMSON WOOD NURSERY & INFANT SCHOOL



flourishing together

Special Educational Needs and Disability (SEND) Policy

(Based on the Framework produced for Solihull Schools)

Document Control

Date of Policy	Policy Version	Approving Body	Approval Date	Review Date
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Introduction

In Solihull, all schools are encouraged to provide appropriate support for those children with special educational needs and disabilities (SEND) who live in their area. In the Central Schools Trust, we support *all* children to achieve well throughout their school life.

Every pupil with SEN and disability in this inclusive school has an entitlement to fulfil his/her potential.

This is achieved by ensuring the health and well-being of all pupils as well as supporting them to make academic progress. We work in partnership with parents and carers, other schools, the local community and external support services and providers.

These outcomes are embraced in every aspect of school life; personalised teaching and learning approaches; access to technology across the curriculum; flexible learning pathways and out of hours learning activities; support for emotional well-being; flexible timetables; assessment systems that engage pupils in having a say about their progress and additional provision.

Balsall Common Primary School and Damson Wood Nursery and Infant School are fully inclusive schools that are committed to providing the best possible education to all of their children regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs.

Our specific aims and aspirations for children with special educational needs are to ensure they achieve their full potential through an accessible curriculum, personalised approach and a commitment from all staff to seek to remove barriers to learning to help pupils succeed.

We aim to effectively support and actively include all pupils, regardless of their individual needs and difficulties, showing sensitivity.

This special educational needs policy should read in conjunction with each individual school's SEND Information Report and Accessibility Plan.

Special Educational Needs and Disability (SEND) Policy

Name of Multi-Academy Trust: Central Schools Trust (CST) – referred to in this policy as ‘the Trust’

Name of Schools with the Trust and covered by this policy: Balsall Common Primary School & Damson Wood Nursery and Infant School

Aims of this SEND policy

The aims of our special educational needs and disability policy and practice in the Trust are:-

- (1) To ensure that children and young people with SEND engage in the full range of activities offered by the Trust alongside pupils who do not have SEND.
- (2) To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment
- (3) To make every effort to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum.
- (4) To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- (5) To work in partnership with the Local Authority and outside agencies included health professionals.
- (6) To work in partnership with parents/carers and children in order to help them to be the best they can be.

What are special educational needs (SEN) or a disability?

Within the Trust, we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:-

*“SEN: A child or young person has special educational needs if he or she has a learning difficulty or a disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.*

*Disability: 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.*

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

How does the Trust know if children have special educational needs and need extra help?

We know children need help if:-

- Concerns are raised by parents/carers, teachers or the child's previous school or setting, or from information from the Local Authority or outside support agency regarding a child's level of progress or inclusion.
- A pupil asks for help.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need as described in the code of practice for SEND:-
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- Regular monitoring and whole-school tracking of outcomes indicates concern about progress or general well-being.

What should a parent do if they think their child may have special educational needs?

If parents have concerns relating to their child's learning, then please discuss these initially with your child's teacher. This then may result in a referral to the school SENCo.

- At Balsall Common Primary School, the SENCo is **Mr D Ali** and his contact details are: **01676 532 254**; s2send@balsall-common.solihull.sch.uk

At Damson Wood Nursery and Infant School, the Interim SENCo is **Mrs J Wright** and her contact details are: **0121 705 8652**; office@damson-wood.solihull.sch.uk

Parents may also contact the Headteacher directly if they feel this is more appropriate.

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the Trust.

Some parents may have sought professional advice from external agencies. Whilst we endeavour to use recommendations outlined in reports produced by other professionals to make reasonable adjustments for children, we cannot guarantee that school will be able to meet all recommendations. We seek advice from Solihull LA regarding private assessments and subsequent conclusions / diagnoses as these may not always be accepted under the definition of specific learning difficulties as recognised by our LA.

The kinds of special educational needs for which provision is made at the Trust

Children and young people with SEND have different needs, but all children with SEND are welcomed at our Trust, in line with each school's admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at each school.

For children with an Education, Health and Care Plan (EHCP) or a statement of special educational need, parents have the right to request a particular school and the Local Authority must comply with that preference and name of the school or college in the Education, Health and Care Plan unless:-

- it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the Local Authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the Local Authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

How will the Trust support a child with SEND?

All pupils will be provided with high quality teaching in every classroom that is differentiated to meet the diverse needs of all learners.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

Pupils with SEND may have a One-page Profile, SEN Support Plan, Needs-Based Plan or Management Plan, produced collaboratively with staff, parents and where appropriate, pupils to share the child's needs and best ways to support them.

Class teachers will take responsibility for managing these plans for children classified as SEN Support (supported by the SENCo or SEND Team) and by the SENCo for children with an EHCP.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:-

- (1) Classroom observations by the senior leadership team, the SENCo, the SEND Teaching Team, Phase Directors and external verifiers;
- (2) Ongoing assessment of progress made by pupils with SEND;
- (3) Work sampling and scrutiny of planning to ensure effective matching of work to pupil need;
- (4) Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND;
- (5) Pupil and parent feedback on the quality and effectiveness of interventions provided;
- (6) Attendance and behaviour records.

All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Consultations.

Pupils' attainments are tracked using whole school tracking systems and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in regular progress meetings that are undertaken between the class/subject teacher and a member of the Senior Management team in each school.

Additional action to increase the rate of progress will then be identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

If we consider at this stage that special educational provision is required, we will contact parents to discuss this.

Action relating to SEN support will follow an assess, plan, do and review model:

1. **Assess:** Data on the pupil held by the Trust will be collated by the class/subject teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil, will be obtained and appropriate evidence-based focus work identified, recorded and implemented by the class/subject teacher with advice from the SENCo and support from the phase lead.
3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

As a result of the review process we may decide to involve outside agencies for specialist support.

The range of agencies that come into each school can be found in the school's local offer (SEN Information Report).

The Trust will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting families.

For a very small percentage of pupils, whose needs are significant and complex and the SEN support required to meet their needs cannot be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being created.

How will the curriculum be matched to each child's needs?

Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.

When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.

These adaptations may include strategies suggested by the SENCo and/or external specialists.

In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

How will parents know how their child is doing?

Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEN Support and EHC Plan reviews but also through each school's reporting system and Parents' Consultations.

Parents may also find a home-school diary a useful tool to use to communicate with school staff on a more regular basis.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class / subject teacher and / or the SENCo at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success.

Please contact the relevant school office who will arrange this appointment for you. The contact number is **01676 532 254 at Balsall Common** or **0121 705 8652 at Damson Wood**.

How will parents be helped to support their child's learning?

Please look at the Trust and school websites. These can be found at <http://www.balsallcommonprimary.co.uk/> and <http://www.damson-wood.co.uk/> These school websites include links to websites and resources that we have found useful in supporting parents to help their child learn at home.

The class/subject teacher or SENCo may also suggest additional ways of supporting your child's learning.

The LA, local SEND support groups and each school within the Trust organise a number of parent workshops during the year. These are advertised in each school's newsletters and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.

If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo at your child's school who will locate information and guidance for you in this area.

What support will there be for children's overall well-being?

The Trust offers a wide variety of pastoral support for children. These include:-

An evaluated Personal, Social, Health and Economic (PSHE) curriculum called Jigsaw that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.

Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.

Small group evidence-led focus work to support pupil's well-being are delivered to targeted pupils and groups. These are identified on year group provision maps and aim to support improved interaction skills, emotional resilience and well-being. Progress towards specific objectives is measured for each intervention.

Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.

Each school has gained Healthy School status which evidences the work undertaken within each school to support pupils' well-being and mental health.

For information about pupils with mental health needs, please refer to:

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

What training do the staff supporting children and young people with SEND undertake?

In the last two years, Trust staff have received a range of training at three levels awareness, enhanced and specialist.

Awareness training has been provided to all staff on:-

- How to support pupils with dyslexia and literacy difficulties
- How to support pupils on the autistic spectrum (Level 1)
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties

Enhanced training has been provided to some Teachers and Teaching Assistants (TAs) and each SENCo on:-

- Attendance at the termly SENCo Update
- How to support pupils on the autistic spectrum (Levels 2 and 3)
- How to support pupils with Diabetes
- How to support pupils with Epilepsy
- Training in colourful semantics and behavioural management
- Training on target setting, target and provision records.
- Quality First Teaching with SISS CLD Team
- Sensory Needs & Difficulties with SISS Autism Team
- Precision Teaching with SISS CLD Team
- Speech Language with Talk Therapy
- Attachment with Community Educational Psychologist
- ADHD with Community Educational Psychologist
- Adaptive Teaching
- Attention autism social skills training

Specialist training has been provided to each SENCo on:-

- The National Award for Special Educational Needs Coordination
- The Trust has regular visits from SEND specialist teachers (SISS) and health professionals who provide advice to staff to support the success and progress of individual pupils
- The NHS Speech Language Therapist visits termly to assess and plan support for targeted pupils. These programmes are then delivered by a trained Teaching Assistant
- The Governor with specific responsibility for SEN has completed the SEN Governor training
- SEND Law and Finance

How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities across the Trust.
- The Trust ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

How accessible is the school environment?

- Refer to SEND Information Report at each school within the Trust.
- Our Accessibility Policy and Accessibility Plan (statutory requirement) at each school describes the actions each school has taken to increase access to the environment and the curriculum.

How will the Trust prepare/support my child when moving classes within each school or when joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include:-

On entry:

- In the Summer term, to support transfer for pupils starting school in September, Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and address any concerns.

Transition to the next school

Primary:

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and identified on the website.
- Where relevant, the annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within ten working days of the parents notifying their child has been enrolled at another school.

In Solihull all young people with statements of SEND or Education Health and Care Plans will receive support from the Solihull Specialist Careers Service.

How are the Trust's resources allocated and matched to children's special educational needs?

The Trust receives funding to respond to the needs of pupils with SEND from a number of sources that includes:-

- (1) A proportion of the funds allocated per pupil to each school to provide for their education called the Age Weighted Pupil Unit.
- (2) The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- (3) The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the Local Authority or whose parents are in the Armed Services.
- (4) For those pupils with the most complex needs, the child's school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. The range of support offered is identified on the provision maps which are available to view on the school website. These target the road areas of need:-
 - Cognition and learning
 - Behavioural, emotional and social
 - Communication and interaction
 - Sensory and/or physical

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENCo or a member of the Senior Leadership Team.

http://www.councilfordisabledchildren.org.uk/media/409191/cdc_funding_briefing_for_parents_-_final.pdf

How is the decision made about how much support each child will receive?

- For pupils with SEN but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, class teacher and parent.
- For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

How will I be involved in discussions about and planning for my child's education?

This will be through:-

- discussions with the class teacher, SENCo or Senior Leadership Team member;
- during Parents' Consultations;
- meetings with support and external agencies.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the Trust's response to meeting these needs, please contact the following:-

- Your child's class teacher;
- The SENCo;
- The Headteacher

For any complaints, please follow the Trust's complaints policy and procedure.

Support Services for parents of pupils with SEN include:

- *Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest PPS can be located via <http://www.parentpartnership.org.uk>. **Contact:** Solihull SEND Partnership Service, Prospects Services. The PPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process. A FAQ fact sheet on Independent Supporters is located here <http://preview.tinyurl.com/ox2q3cv>.*
- *For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <http://preview.tinyurl.com/qx5a8vq>.*
- *Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authority's decision about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <http://preview.tinyurl.com/ovq4so3>.*

Information on where the Local Authority's Local Offer can be found

Solihull's Local Offer can be found via this link:-

<http://socialsolihull.org.uk/localoffer/>

School SEND Information Report

To find out more about SEND in each school, you can access their SEND Information reports here:

Damson Wood: <https://www.damson-wood.co.uk/send/>

Balsall Common: <https://www.balsallcommonprimary.co.uk/sen/>

The Special Educational Needs and Disability Regulations 201

Schedule 1: Information to be included in the SEN information report – in Solihull this is also known as the school's SEN Offer.

1. The kinds of special educational needs for which provision is made at the school.
2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.
3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including:-
 - (a) how the school evaluates the effectiveness of its provision for such pupils;
 - (b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;
 - (c) the school's approach to teaching pupils with special educational needs;
 - (d) how the school adapts the curriculum and learning environment for pupils with special educational needs;
 - (e) additional support for learning that is available to pupils with special educational needs;

- (f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and
 - (g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.
4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN Coordinator.
 5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.
 6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.
 7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.
 8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.
 9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.
 10. How the governing body involves other bodies, including health and social services bodies, Local Authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.
 11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with Section 32. (Section 32 refers to the Local Authority's duty to provide information on mediation).
 12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.
 13. Information on where the Local Authority's local offer is published.

Glossary

(A glossary of terms is included in the appendices of the SEND Code of Practice)

DfE:	Department for Education
EHCP:	Education, Health and Care Plan
LA:	Local Authority
SEN:	Special Educational Needs
SEND:	Special Educational Needs and/or Disability
SENCo:	Special Educational Needs Coordinator (also written as SENCO)
Statement:	Statement of Educational Need
PPS:	Parent Partnership Services