



SEND Policy

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This policy will be reviewed by the LGB annually.

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1. Introduction

The CORE Education Trust Special Educational Needs and Disabilities (SEND) Policy works alongside and in conjunction with The Local Offer offered by Birmingham Local Authority and other Trust and school policies. It is fully embedded in the Teaching and Learning policies of each school.

Reference has been made to the following legislation in the compiling of this policy:

- **SEN Code of Practice** (which takes account of the Special Educational Needs (SEN) provisions of the SEN and Disability Act 2001) 2014
- **Equality Act 2010**
- **Children and Families Act 2014**

2. Aim

The aim of this policy is to raise the aspirations, expectations and progress of all children with SEND and ensure procedures are in place to facilitate the effective development and progress of children with SEND.

3. Objectives

The objectives of the SEND Team within each school is:

- To adopt a coordinated approach to the learning needs of individuals to ensure children achieve their potential.
- To ensure access to the curriculum for all children.
- To provide support and advice for all staff working with children who have special educational needs.
- To work within the guidance provided in the SEN Code of Practice, 2014.
- To develop and maintain effective partnership and high levels of engagement with parents.
- To operate a “whole child, whole school” approach to the management and provision of support for children with a special educational need and or disability, including medical needs.
- To identify and provide for children who have special educational needs and additional needs including the use of outside agencies and support services.

4. What are Special Educational Needs?

“A child or young person has special educational needs if he or she has a learning difficulty or 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

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different from, that made generally for others of the same age in a mainstream setting in England. Health care or social care provision which educates or trains a child or young person is to be treated as special educational provision". Code of Practice 2014

In line with the Code of Practice (2014) provision for children with SEND is a matter for the academies/schools as a whole.

5. Identifying Special Education Needs

Occasionally children experience a delay in their learning and may not make expected progress for a variety of reasons. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs. Where children are not making expected progress, professional discussions within school will take place. Parents will be informed of progress regularly through the reporting cycle.

We recognise that progress and attainment can also be affected by factors other than special educational needs e.g.

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- Behaviour
- English as an Additional Language (EAL)
- Social deprivation factors
- Being a Looked After Child
- Being a child of a serviceman/woman

Whilst the above may affect progress and attainment, they do not fall within the categories of special education needs.

The Code of Practice describes four broad categories of special educational needs as:

- 1** Communication and interaction
- 2** Cognition and learning
- 3** Social, mental and emotional health
- 4** Sensory and /or physical

If a member of staff or parent suspects a child as having a special educational need that falls into one of the categories above they should contact the Special Educational Needs and Disabilities Coordinator (SENDCO). The SENDCO will observe the child, and complete appropriate assessments. The SENDCO will then follow a graduated approach to SEND support. The SENDCO will contact the parents so they are involved from the first step.

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6. A Graduated Approach to SEND Support

6.1 Quality First Teaching

Children should receive:

- Quality First Teaching which is differentiated and personalised by, or under the direction of, the classroom teacher to meet the diverse needs of all learners.
- Assessment and monitoring in line with whole school assessment policy.

6.2 Referral to SENDCO

Where staff have evidence that certain children are not making adequate progress, despite Quality First Teaching, a referral can be made to the SEND department. This will clearly indicate previous interventions; and / or concerns raised by parents/carers or information from the child's previous school. This referral will be initially raised with the Head of Faculty or Head of Year before being passed to the SENDCO.

The Code of Practice describes 'adequate progress' as:

- Progress which is similar to that of peers starting from the same baseline
- Matches or betters the child's previous rate of progress
- Closes the attainment gap between the child and his/her peers
- Prevents the attainment gap growing wider

Monitoring List: If a child has a diagnosis /condition/concern that may affect their progress in the future but they are currently making progress through Quality First Teaching they will be placed on a monitoring list. There will be an Individual Education Plan (IEP) for each child on the monitor list detailing their learning profile to inform staff.

6.3 Intervention

Once a potential special educational need is identified, four types of action will be taken to put effective support in place. This will be done in consultation with parents/carers/children as appropriate.

The SENDCO will then start the 4 step cycle outlined below;

- 1) Assess
- 2) Plan
- 3) Do
- 4) Review

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At this stage the child will be placed on the SEND Register under “SEND Support” and a child profile sheet completed. This will provide details of the child’s difficulty and the SEN intervention provision.

Specialist Services and teachers with specialist qualifications may be called upon to provide intensive specific programmes to be followed by all adults coming into active learning situations with the child.

Individual child progress at SEN Support Level will be monitored in line with the whole school assessment policy.

6.4 Request for Statutory Assessment

If despite the interventions stated above, the child is still not making adequate progress, the formal assessment procedures for an Education Health and Care Plan will be started by the SENDCO, in conjunction with the Parents and other Specialist Services, following the legal assessment procedures. Information on the process in Birmingham can be found at https://www.birmingham.gov.uk/downloads/download/1712/parents_or_young_people_requesting_an_assessment_for_an_education_health_and_care_plan

Where the Local Authority receives a request for a statutory assessment, it must decide within six weeks whether to carry out such an assessment.

7. SEND Register

If an intervention is required, then the child will be placed on the SEND register as SEN support (coded as K). Parents/carers will be invited to contribute to the assessment stage following which, a plan will be agreed. The intervention detailed in the plan will be actioned and reviewed with the child and parent/carer. The review may be a meeting at parents evening, via phone contact or at an arranged time. All children identified as having an SEND need as stated above, will be named on the SEND register. The register will be updated regularly and published to the staff at the school at the start of each term.

Children with a Statement of Special Educational Needs (Statement) or/and Educational, Health and Care Plan (EHCP) will also be shown on the SEND register. These children will have diagnostic/assessment paperwork detailing their difficulty. There will be an Annual Review for each child with a statement/EHCP child, and two interim reviews each school year. All reviews will have minutes and these will be kept confidentially on file in school.

8. Criteria for Exiting the SEND Register

Children will be removed from the SEND Register when the desired outcome from the intervention has been achieved. This will be decided at the review meeting.

9. Supporting Children and Families

We fully appreciate the importance of working in partnership with parents/carers and encourage them to contact the SEND team with any concerns. We have regular contact with parents/carers through review meetings, parent evenings and open evenings.

Further information:

- Parents are encouraged to look at the Birmingham local offer (regulation 3a) which can found on the Birmingham Council website.
- Further information can be found on the school website in the SEND School Information Report.
- Our school admission arrangements can be found on our school's website.
- SEND children are assessed for exam access arrangements in line with the JCQ regulations. This is coordinated by the SENDCO.
- Transition across key stages for vulnerable children is supported by the SEND team.
- A transition and/or induction programme will be arranged for vulnerable SEND children
- The effective transfer of SEND information and files to/from institutions at which the SEND child attends will be made promptly in line with requirements.

10. Support and Services for Parents/Carers and Children with SEND

- Birmingham SEN Parent Partnership
- Independent Parental Special Education Advice (IPSEA) <http://www.ipsea.org.uk/>
- Birmingham Local SEND Offer
https://www.birmingham.gov.uk/info/50034/birminghams_local_offer_send

11. Training and Resources

Support/Resources offered for children with SEND are outlined in the Local Offer.

Where personalised budgets have been awarded, parents/carers will, in consultation with the school, discuss the best way to use these to ensure progress against EHC plan targets are made. All teachers are trained in Quality Teaching First.

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All staff are trained to support children with SEND.

12. Roles and Responsibilities

The Local Governing Body in cooperation with the Headteacher, determine the school's general policy and approach to provision for children with SEND, establish appropriate staffing and funding arrangements and maintain a general oversight of the school's work. In addition to this, they will:

- 12.1 Ensure that the policy complies with the Code of Practice
- 12.2 Ensure that the policy and its related procedures and strategies are implemented
- 12.3 Nominate a SEND governor. The SEND governor will receive regular progress reports and provide feedback to the governing body

Special Needs Coordinator (SENDCO) has delegated responsibility for:

- 12.4 Leading the approach to SEND and reviewing its effectiveness
- 12.5 Liaising with the SEND governor
- 12.6 The overall day-to-day co-ordination of Special Educational Needs provision in line with EHCP's/Statements and individual needs
- 12.7 Updating the SEND register and overseeing the records of all children on the SEN register
- 12.8 Coordinating the work with external agencies including the Educational Psychologist Service and other support agencies
- 12.9 Liaising with partner schools/institutions.

Classroom teachers have responsibility for:

- 12.10 Providing a suitably differentiated curriculum that meets the needs of children on the SEND register
- 12.11 Knowing the needs of individual children in their classes
- 12.12 Helping to identify the individual needs of children
- 12.13 Liaising with SENDCO, Designated leaders and Pastoral/Safeguarding Team

Form tutors (within the secondary context) have responsibility:

- 12.14 To support all children within their form
- 12.15 To liaise with the SENDCO regarding the education of children in their form

13. Dealing with Complaints

In the first instance, any complaint regarding SEND support should be discussed with the SENDCO. Then the whole school policy should be applied.

Complaints will be dealt with in line with the Children and Families Act 2014 clause 32 statements and the Trust's own complaints procedure.

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14. Reviewing the Policy

The SEN policy will be reviewed annually by Governors. Parent governors will be involved in this process.

This policy also links to the following policies:
CORE Safeguarding and Child Protection Policy
Attendance
School Behaviour and Rewards
E-Safety and Acceptable Use
Managing Medical Conditions Policy

CORE SEND Policy			
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