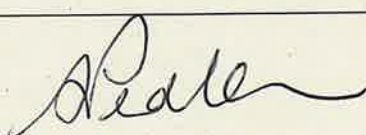
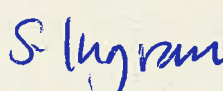




POLICY FOR SPECIAL EDUCATIONAL NEEDS & STATEMENT OF INCLUSION

Date Reviewed	14 th December 2023
Signed Headteacher	
Signed Chair of Curriculum & Standards	
Date Revised	Autumn Term 2024

Policy Statement

We recognise that a child may have a learning difficulty or specific need, which may call for special educational provision to be made for them. This can be a temporary or an ongoing barrier to learning. At Rednal Hill Infant School we are committed to providing support in order to develop the potential of every child through a broad and balanced curriculum that is within the requirements of the Foundation Stage and the National Curriculum.

Children may have a Special Educational Need (SEN) throughout, or at any time during their school career. The school follows the recommendations in the Special Educational Needs and Disability (SEND) Code of Practice (2014) 0 to 25 years. We also follow the work of Birmingham City Council on Inclusion. We will endeavour to provide support and facilities to enable all children to access the school and maximise the potential of all children by responding to their individual needs.

Our policies and strategic planning encompass inclusion for all learners (See Equal Opportunities Policy) and our aim is for all children to fulfil their potential.

Definition of Special Education Needs (SEN)

The SEN Code of Practice (DfES, 2014) says pupils have a learning difficulty if they

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- 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. 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. (Clause 20 Children and Families Bill 2014).

In line with the new SEN Code of Practice, a child's learning needs will be categorised under the following headings:

- **Communication and Interaction** – including Speech, Language and Communication Needs, and Autism Spectrum Disorder.
- **Cognition and Learning** – including Specific Learning Difficulties such as Dyslexia, Severe Learning Difficulties and Profound and Multiple Learning Difficulties
- **Social, Mental and Emotional Health** – including ADHD, Anxiety Disorder and Attachment Disorder
- **Sensory and/or Physical** – including visual impairment, hearing impairment and physical disabilities

Aims

To raise the aspirations of, and expectations for all pupils with special educational needs, and provide a focus on outcomes for children and not just hours of provision or support.

Objectives

- To identify and provide for children who have special educational need as early as possible and evaluate the impact of support provided;
- To ensure all children have access to a broad, balanced and differentiated curriculum;
- To make clear the expectations of parents, school and outside agencies in the process and provision of special needs;
- To ensure parents are kept fully informed and are engaged in effective communication about their child's SEN;
- To provide support and advice for all staff working with special educational needs pupils;
- To work with the guidance provided in the SEND Code of Practice 2014.

Admission Arrangements (also see admissions policy)

The admissions arrangements for all pupils are in accordance with national, legislation, including the Equality Act 2010. This includes pupils with any level of SEN: those with a statement or EHCP plan and those without.

Identifying Special Educational Needs

The SENDCO will work with all staff to ensure any child that may need additional or different support to that normally found within the classroom are identified as soon as possible. The progress made by all children in the school is regularly monitored and reviewed. The school does not identify children as having special educational needs unless there is action being taken that is additional to or different from what goes on in the classroom / learning environment as part of a differentiated approach. The school takes into account the views of the parents when assessing and meeting the needs of children with SEN.

Children who are not making adequate progress over a period of time (as defined in The SEND Code of Practice 2014), despite high quality differentiated teaching within a broad and balanced curriculum, maybe described as having a SEN. Children may also be identified as having SEN if they work significantly below their peers; present with persistent emotional and/or behavioural difficulties; have sensory or physical problems or have communication and/or interaction difficulties.

Provision for children who have been identified as having SEN will be through a graduated response involving support through Universal, Targeted and Specialised support.

Universal Support will involve help available within the classroom such a visual aids, differentiated work and curriculum, and support from teaching staff. (Note: 'Universal' support is available to ALL children, not just those identified as having SEN).

Targeted Support could involve inclusion in small support groups. This could be for example; precision teaching or a Speech and language group. If reports are available

from outside agencies (e.g. Occupational Therapist, Speech Therapist) we will endeavour to include recommendations when setting group targets.

Specialised Support would usually involve 1:1 work between adult and child and maybe suggested if a child, despite support at 'Universal' and 'Targeted', is still not making adequate progress. It will be highly personalised and specialised support, following recommendations and guidance from outside agencies.

Following the SEND Code of Practice, and specifically the SENDCO guidance on page 86, the school will "assess, plan, do and review", all support packages and children's progress are reviewed formally every half term in line with the school assessment policy. The progress children have made is communicated termly with parents through Parent Consultations with the class teacher or through written reports as a minimum. Additional parent meetings and reviews maybe required for individual children. The SENDCO will be available to meet with parents during parent consultation evenings. The school takes into account the views of the parents when assessing and meeting the needs of each child and the children's views are also taken in to account. However, most importantly, ongoing evaluation by staff informs next steps for learning on a daily and weekly basis.

SEND Support Provision Plans (SPP)

SEND Support Provision Plans are a Birmingham initiative that is the mechanism to apply for Top-up-Funding, above the £6000 notional budget. SSPP's are person centred plans that are written in conjunction with the child, their family, school and outside agencies involved. They are to be reviewed annually or in line with the funding awarded, in addition to their termly review of progress. SSPP's can also be used in the earliest stages of the SEND pathway to evidence the graduated approach and can be used as evidence to apply for an EHCP.

Education, Health and Care Plans (EHCP)

In a very small minority of cases, where a pupil makes no progress in relation to their area of difficulty, the school would consider requesting statutory assessment. This process involves gathering of information and advice from all those involved with supporting the pupil, including external agencies and sent to the SENAR Panel. The panel would then make the decision whether an Education, Health and Care Plan is to be issued. This is a legal document that sets out the short and long term objectives for the pupil and states the provision necessary for them to achieve these objectives. Pupils with EHCPs will, in addition to the on-going review of their progress, will be reviewed annually. A report containing recommendations will be collated and it will be decided whether to maintain, amend or cease the EHCP.

Nb. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category, but instead to consider the needs of the whole child to plan effective targets and support to achieve the best outcomes for the individual child.

Nb. To aid assessment we use the Maths and Language and Literacy toolkits, alongside Early years Developmental Bands and Chris Quigley Learning without levels.

Criteria for Exiting the SEN Register - The same criteria is used as for identification of special educational needs. When a child's needs are assessed as being able to be met through the provision of high quality, well resourced, broad and balanced curriculum they will be deemed to no longer have an educational special need. Children will be monitored for one term to ensure they are maintaining appropriate progress before they are removed from the SEND register.

Educational Inclusion

There are many other factors, which are part of inclusion which may affect progress and attainment. These categories are not considered as SEN.

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation- these alone do not constitute SEN)
- Attendance and Punctuality;
- Health and Welfare;
- EAL;
- Behaviour;
- More able children;
- Being in receipt of Pupil Premium Grant;
- Being a child in a "vulnerable family";
- Being a child of serviceman/woman;

Teachers respond to children's needs by:

- Providing quality first teaching, with good high quality differentiation, across a broad curriculum.
- Being responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- Ensuring children's progress is monitored on a regular, summative, half-termly basis and vulnerable groups are identified. Staff use on going, formative assessment to inform judgements and to ensure intervention is effective and personal. Time is allowed for staff and SENDCO to liaise with external agencies and discuss reports and strategies.
- Liaising with children's parents and SENDCO to select appropriate targets and provide additional support for the child at school and where possible, strategies for additional support at home.
- Following the advice and recommendations from outside agencies and professionals. (CAMHS, CAT, ED Psych, PSS, etc.)

Regular learning walks are used to assess the quality of provision and feedback is acted on. CPD opportunities are included in staff performance management. SENDCO and Inclusion staff all receive appropriate and up to date training.

Managing SEND pupils

Following the SEND Code of Practice 2014 the school will apply the cycle of assess, plan, do and review process to monitor SEN pupils.

- When assessing, planning, reviewing and recording provision the SENDCO and class teachers will ensure that Removing Barrier Action Plans (BAPs) will be effective in determining exactly what needs have been identified and how these key barriers will be removed or reduced.
- The SENDCO is responsible for keeping this information up to date, coordinating and monitoring progress and outcomes.
- Individual provision plans will be reviewed at least once a term, however the targets may require updating on a more regular basis as it is dependent upon the individual's needs. This forms part of staff's ongoing assessment procedures.
- Child's voice- the views of the child will be asked and listened to and be included in the Barrier Action Plans.
- Parents will be involved along the whole journey as their support to work in partnership with the school is key to their child's success. This will include termly meetings.
- Wherever possible we do not withdraw pupils from the classroom, this reflects the schools acknowledgement that all pupils have an entitlement to share the same learning experiences as their peers. There are times however, when, to maximise learning, we ask the pupil to work in small groups or in a one-to-one situation away from the classroom.

Transition Arrangements to Year 3

During the summer term a comprehensive transition programme is planned with the Junior School next door and various opportunities are provided to exchange information, for visits between the schools, as well as parent information sessions. SEN children are targeted individually and the programme is personalised to provide additional opportunities, support and time for transition. If a child is not moving to the adjoining Rednal Hill Junior School, an additional plan is drawn up by SENDCO, in consultation with the school the child is moving on to.

Supporting Children with Medical Needs

There is a separate policy for the procedures involved.

Accessibility

There is a separate policy for the procedures involved.

Supporting Pupils and Families

- The school's SEND policy is available on the school website
- The SENDCO will provide coordination between staff, parents and other agencies.
- The SENDCO will also liaise with the head teacher to ensure children with special educational needs access statutory assessments as appropriate and any modifications that are permitted or required are made.
- As children join the school in Nursery or Reception the class teacher and teaching assistant will complete a home visit to support children's transition to starting school.
- Termly meetings are held to evaluate and update current provision. Parents will always be invited and the child's voice heard.

- During in school transition between year groups the SENDCO will meet with the child's current teacher and their new teacher. They will have a detailed discussion about the individual's BAP (Barrier Action Plan)
- When the children reach the end of KS1 and make the transition to KS2 at another school the SENDCO for both schools meet together, along with the parents, current class teacher and the new class teacher. All necessary information is shared ensuring links are upheld with outside agencies.

Training and resources

- In order to maintain and develop the quality of teaching provision to respond to the needs and strengths of all pupils, the Inclusion Manager will coordinate necessary training and development. This will include items on the SDP and individual's performance management.
- An induction process is in place for new teachers and support staff when taking up a post within the school. This includes a meeting with the SENDCO/Inclusion Manager to explain the systems and structures in place around the school's SEN provision and practice.
- During the induction process individual pupil's needs and paperwork files are discussed.
- The school's SENDCO/Inclusion Manager attends the Local authority SENDCO network meetings in order to keep up to date with local and national updates. This information will also be fed back to Senior Leadership Team. CPD opportunities and training are tailored to support current cohorts and staffing needs.

Roles and Responsibilities

SENDCO / Inclusion Manager	Amy Warden
LAC	Amy Warden
SEN Governor	Katie Salmons
DSL	Anna Pendleton Amy Warden Helen Drinkwater Sarah Pace Helen Terry
Pupil Premium	Helen Drinkwater
Medical needs	Anna Pendleton

Storing and Managing Information

All documentation related to SEND and individual children's needs are managed and stored as restricted by the SENDCO and are stored securely.

Links with other Agencies

The school works closely with other agencies when identifying, assessing and making provision for special needs pupils. For example;

- Pupil, School Support;
- Educational Psychology;
- Communication and Autism Team;
- Speech and Language Therapists;
- School nursing team;
- Health Visitors;
- Social Workers;
- Hearing Impaired Team;
- Visually Impaired Team;
- Occupational Therapy;
- Family Support Services;
- Looked After Children Education Service;
- Child and Adolescent Mental Health Service;
- Adoption

Complaints

Parents are encouraged to share concerns with the appropriate member of staff. The Headteacher, SENDCO and other members of the Senior Leadership Team will always discuss concerns with parents. However, formal complaints should be directed to the Governing Body and The Birmingham Parent Partnership.