



# Special Educational Needs and Disability Policy

This policy has been reviewed annually since 2015

This Version : 2023-24

## "Attainment through caring, challenge and creativity"

- Where Caring and respect for others are the responsibility of all who belong here. So that we may grow to understand our individual uniqueness and learn to love and respect the world in which we live.
- Where the potential within us all is encouraged to flourish without fear or prejudice. So that we may learn to become all that we are meant to be.
- Where creativity has a pre-eminent place in the life and the work of the school. So that we may celebrate our own achievements and those of others.

## Statement of aims

For many children their journey through education presents them with opportunities which may not be repeated. We are acutely aware of the need to ensure that each child makes the most of these opportunities. We want to create an environment where they feel confident and secure, which they are happy to come to each day, a place to which they feel they can contribute and where their contribution will be valued.

At Birkdale Primary School we aim to include all children and ensure that all their needs are fully met.

## Introduction

At Birkdale Primary School we recognise that our pupils have a variety of needs and aspirations. We are committed to the inclusion of all pupils in a broad and balanced curriculum, made accessible through differentiated activities. The needs of some of the children require consideration beyond that given to other pupils (a Special Educational Need). Government Legislation dictates the framework within which the school operates (the Special Educational Needs Code of Practice 2015, the SEND and Disability Act 2001), and further guidance is provided by both

the Government and Local Authority. At Birkdale Primary School we recognise that there will be a certain percentage of children who will require special educational provision at some time.

### **Pupil's with Special Educational Needs and/or disability (SEND)**

This policy acknowledges that it is the responsibility of all staff to fulfill all children's entitlement to learning. By taking account of their differences through a differentiated approach we can enable all children to participate in the life and work of the school to the best of their abilities, whatever their needs. This underpins our mission.

### **Aims**

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide all pupils with high quality first teaching.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEND provision is done so as early as possible in their school career.
- To ensure that SEND pupils take as full a part as possible in all school activities.
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.
- To ensure that SEND pupils are involved, where possible, in decisions affecting their future SEND provision.
- To identify children with indicators of dyslexia at the end of year 2 and where concerns still remain, provide opportunity for further assessments in key stage 2.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to assist them with help from parents, teachers and pupils working together.

### **Definition of Special Educational Needs and/or disability**

"A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age." (Code of Practice, January 2015, p94).

### **Identification of SEND**

"High quality first teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this...schools and colleges **must** use their best endeavours to ensure that such provision is made for those who need it" (Code of Practice, 2015, p25). It is these children who will be identified as having SEND and will require a personalised SEND support plan.

## Broad Areas of need

### Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

### Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that

are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

#### Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support...Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers."

(Code of practice, January 2015; P98)

### Admission

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, in that all schools must treat those with SEND fairly. Applications for pupils with SEND but without an Educational, Health and Care plan (EHC plan) will be considered in relation to normal admissions procedure, no child with SEND and without an EHC plan will be refused because we do not feel we can cater for their needs and no child will be refused for not having an EHC plan. (Code of Practice, 2015).

"The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability". (Code of Practice, 2015; P26).

### Teaching and learning

- Teaching SEND pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support.
- The class teacher remains responsible for working with and devising programmes of work for special needs children.

- We ensure that all classrooms are 'dyslexia friendly'.
- At Birkdale Primary School we follow The Code of Practice (2015) and this advocates a graduated response/approach to meeting pupils' needs (see below).

## Graduated Approach

Birkdale Primary School is an inclusive school that works hard to ensure all pupils are able to make progress and reach their full potential. We adopt a graduated approach to support pupils with SEND and work closely with pupils, parents and external agencies in order to meet the needs of individual pupils. The graduated approach follows an assess-plan-do-review cycle:

### Assess (pupil progress and attainment)

We will gather all the information we have about the pupil from a variety of sources (teacher, pupil, parent, outside agencies) in order to develop an accurate picture of the pupils' needs, attainment, projected targets, motivators, and how they respond to high quality teaching approaches throughout the whole school.

A pupil may require careful adaptations to be made to lessons for them to access the curriculum; systems put in place to enable independence; short-term intervention to catch up with age related expectations or accelerate learning. A small minority of children may require extra adult support.

Those pupils who are requiring a greater amount of additional and different support will be identified as having a Special Educational Need or Disability (SEND), the pupil will be placed on the SEND register. These pupils have a SEND support plan in place which is reviewed termly (in some cases more often) and updated with specific targets to help the pupil make progress. This will follow them throughout their time in school or for as long as it is required.

### Plan (pupil target setting)

A support plan is put together to outline the methods to be used in order to achieve specific outcomes. The plan will include any or all of the following:

- a) High quality teaching approaches that are effective to enhance pupil's learning
- b) Proven interventions that have been identified to achieve specific targets - and how they will be delivered and monitored

c) Any focused support from a teaching assistant in class. This will be purposeful, with the ultimate aim to develop the pupil's independence and maximise pupils contact with his / her class teacher and other pupils

d) Systems and/ or resources to ensure access to curriculum or environment

e) Suggestions as to how the parent and/or pupil can contribute to the plan.

### **Do (interventions)**

A support plan will be put in place. Plans for the use of support relate to a clear set of expected outcomes, which include stretching and relevant academic and developmental targets (including targets around social and emotional development).

The class teacher manages the plan and suggested actions. They will be accountable for the outcomes and therefore will discuss with the SENDCO if they feel the pupil is not making anticipated progress, for whatever reason.

The plan is most effective where it reflects the views, wishes and feelings of children and young people and their families. Therefore, support is planned and reviewed by the class teacher, in collaboration with parents, SENDCOs, and, where appropriate, the pupil themselves.

### **Review (reassessment to monitor progress and impact of intervention)**

A timescale will be attached to the plan so that everyone involved appreciates when outcomes should be reviewed. A review should take place within this timescale in which interventions can be evaluated, along with the views of the pupil and the parents. A further plan can then be devised, if required, to enable the pupil to achieve their next steps in learning. Alternatively, the pupil may have made sufficient progress for the plan to cease.

### **Further Options**

- Where there are ongoing concerns about progress, despite appropriate intervention, we will consider involving specialists to gain a better understanding of the pupil's needs. Parents will always be involved in the decision to involve specialists.
- Request top up funding from the local authority if the cost of support goes beyond the £6,000 threshold that is our responsibility. SENDCOs will need to complete a high needs funding application which shows that the plan is efficient and likely to succeed.

- Where, despite having taken relevant and purposeful action to identify, assess and meet a child's SEND, the child has not made anticipated progress, the school or parents will consider requesting an Education, Health and Care assessment. To inform its decision, the local authority will expect to see evidence of the action taken by the school as part of SEND support. Schools will need to demonstrate that the pupil requires provision that is additional and different from the resources ordinarily available to a mainstream school (including those that can accessed from the local authority).

### High quality teaching for all.

At Birkdale Primary school we offer high quality inclusive teaching which is adapted to meet the needs of all the children in our care. We recognise that children do not all learn in the same way. Therefore, we offer a multi-sensory curriculum to cater for all learning preferences. Sometimes adaptations are made to accommodate the needs of particular groups of children. This is to ensure that all children can access the curriculum and are given the same opportunities to learn.

"Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support." (Code of Practice, January 2015, p94).

#### **Additional or different:**

The SENDCO in collaboration with the class teacher and possible external agencies will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil.
- Provision of alternative learning materials/ special equipment.
- Group support.
- Provision of additional adult time in devising interventions and monitoring their effectiveness.
- Staff development/training to undertake more effective strategies.

### SEND support plans

Strategies for pupils' progress will be recorded on a SEND support plan containing information on:

- Pupil need
- Agencies involved



- Pupil's view
- Parents view
- Barriers to learning
- High quality teaching approaches
- Strategies for adult support
- Attainment information
- Interventions
- A personal learning plan containing short-term targets
- Diary of events

The plan will record only what is different from, or additional to, the normal national curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The plan will be discussed with the pupil and the parent. SEND support plans are reviewed termly with parents and school staff.

### Reviews

Review meetings will be offered to parents termly to provide an opportunity for class teachers to discuss the SEND support plan and share targets. Pupils with an Educational, Health Care plan will also have an annual review to review plan.

### Educational Health Care Plans (EHCP)

If a pupil has lifelong or significant difficulties and they are not making expected progress, despite all action being taken to meet their needs, then the school or parents may consider requesting an education, health and care needs assessment. Such a decision will be discussed within a review meeting. An application for an education, health and care plan use information from a variety of sources including parents, teachers, SENDCO, social care and health professionals (SEND code of practice, 2015).

### Transitions

We aim for all pupils to move smoothly through the school and therefore if it is deemed as helpful, some pupils will be provided with an enhanced transition package which could consist of a transition book, additional visits to new class/teacher and parents will be involved.

## Funding

The school receives funding from the LEA for Special Needs, within the general school Budget. If funding is required which exceeds the school budget the SENDCo will complete a 'High Needs Funding' application which parents will be involved in. A 'High Needs Funding' application can be made for pupils who school feel require more than 15 hours of support per week.

## Evaluating the success of our SEND policy

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils
- External professionals

We will set targets, on the School Development Plan, matched to a set of specified aims to provide indicators against which progress can be measured.

Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting profile targets
- Use of standardised tests
- Evidence generated from review meetings

The provision for SEND within the school will be monitored by the SENDCO in consultation with the Headteacher, SLT and governing body.

## Staff development

Staff are encouraged to maintain and improve their knowledge and expertise, in relation to SEND. Requests for training opportunities will be prioritised in discussion between the member of staff concerned, the SENDCO, the Professional Development Coordinator and Headteacher. The needs of the Performance Management programme and the priorities within the SDP will be taken into account.

## The role of the SENDCO

The SENDCO plays a crucial role in the school's SEND provision. This involves working with the head teacher, SLT and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy;
- Co-ordinating the provision for pupils with SEND;
- Liaising with and giving advice to fellow teachers;
- Overseeing SEND support plans;
- Liaising with the parents;
- Making applications for high needs funding as appropriate ;
- Submitting Education, health and care plan requests as required;
- Making a contribution to INSET;
- Liaising with external agencies;
- Making appropriate referrals to external agencies.

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for SEND pupils and therefore the SENDCO will work closely with these external agencies.

## External agencies

School may ask for advice from external agencies. Parental permission would always be sought prior to any referral being made. Some referrals would need to be carried out by a GP. External agencies include:

- Educational Psychologists,
- Sefton's Special Educational Needs and Inclusion Service (SEINIS),
- Speech and Language therapists,
- Occupational Therapists,
- Physiotherapists,
- Pediatricians,
- Children and Adolescents Mental Health Services (CAMHS),
- Parenting 2000,
- School Nurse.

## Other policies and documents

Other policies that should be read in conjunction with this include Sefton's local offer ([www.seftondirectpry.co.uk/localoffer](http://www.seftondirectpry.co.uk/localoffer)) and schools' 'Disability and Equality access plan' and 'Dyslexia policy' (both can be found on the school website; [www.birkdaleprimary.co.uk](http://www.birkdaleprimary.co.uk)).

## Staff

Mrs Nicola Grice -SENDCO.

Miss Naomi Williams- Learning Mentor- Pastoral.

Mrs. Katherine Brand- Learning Mentor- Safeguarding.