

Nonsuch Primary School

This policy is embedded in our school's mission statement of, 'Working Together We All Achieve'.



Policy	Special Educational Needs and Disabilities - SEND
Date	September 2024
Date for review	September 2025
Written by	Sinead Wyatt

We service our community by providing an education of the highest quality. We believe our school should be a place where we all want to be, a place where children and adults feel safe, happy, secure, and nurtured.

Our high expectation for learning cultivates character and pride in our identity at Nonsuch Primary School preparing every child for their future.

Contents

1. Aims and objectives.....	3
2. Vision and values.....	3
3. Legislation and guidance.....	3
4. Inclusion and equal opportunities.....	5
5. Definitions.....	5
6. Roles and responsibilities.....	6
7. SEN information report.....	9
8. Our approach to SEND support.....	9
9. Expertise and training of staff.....	13
10. Links with external professional agencies.....	14
11. Admission and accessibility arrangements.....	14
12. Supporting Transition.....	14
13. Supporting Pupils at School with Medical Conditions.....	15
14. Examinations Access Arrangements.....	15
15. Complaints about SEND provision.....	15
13. Monitoring and evaluation arrangements.....	15
14. Links with other policies and documents.....	16

1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Ensure Nonsuch Primary school fully implements national legislation and guidance regarding pupils with SEND.
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Identify pupils who have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Lay foundations for pupils with SEND to make a successful transition into adulthood
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
 - Monitor the progress of all pupils, including those with SEND to track progress and aid in the identification of pupils with SEND
 - Provide support and advice for all staff working with pupils with SEND
 - Engage with the appropriate external agencies
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all stakeholders

2. Vision and values

At Nonsuch primary school, we are proud of our children. We are committed to making sure all our pupils have the chance to thrive and are committed to supporting them to meet their full potential in every area regardless of their starting point. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

We believe that it is our responsibility to enable all children to become independent and confident individuals, and make a successful transition into adulthood.

Our aim is that all pupils at Nonsuch school develop the skills necessary to become lifelong learners. They will learn to value themselves and others. They will be inspired and enthused by the challenges we present to them and feel secure and supported enough to try new experiences. We want our pupils to love being at school, enjoying broad and memorable experiences.

We believe that pupils at Nonsuch have the right to an education which is inclusive and allows all to realise their potential.

3. Legislation and guidance

This policy was created by the school's SENDCo in liaison with the SLT, all staff, Governors and parents of pupils with SEND. This policy has been co-produced in the spirit of current reform.

This policy complies with the statutory requirements laid out in the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) 0 – 25 years and with reference to the following legislation:

- › [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- › [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- › The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- › The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- › The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- › The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- › The [Statutory Guidance on Supporting Pupils at school with Medical Conditions \(2014\)](#), which sets out what schools and local authorities must do to comply with the law regarding the support that pupils with medical conditions should receive at school.
- › [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](#), which sets out the legal duties you must follow to safeguard and promote the welfare of children and young people under the age of 18 in schools.
- › [Teachers' Standards \(updated 2021\)](#), which set the minimum requirements for teachers' practice and conduct.
- › [Data Protection Act \(2018\)](#), which controls how your personal information is used by organisations, businesses or the government.
- › Safeguarding policy
- › Accessibility Plan

Keeping Children Safe in Education 2024 incorporates the Equality Act 2010 and states schools:

- Must not unlawfully discriminate against pupils because of their protected characteristics.
- Must consider how they are supporting pupils with protected characteristics.
- Must take positive action, where proportionate, to deal with the disadvantages these pupils face. For example, making reasonable adjustments for disabled children.

In addition, it also looks at the implications of the Public Sector Equality Duty (PSED) for education settings. This includes a need to be conscious that pupils with protected characteristics may be at more risk of harm and integrate this into safeguarding policies and procedures. Therefore, the SEND policy links closely to several Nonsuch Primary School and BDMAT Policies.

This policy outlines the framework the school will use in meeting its duties, obligations, and principal equality values in providing an appropriate high-quality education for children with SEND.

This policy was created by the school's SENDCo in liaison with the SLT, all staff, Governors and parents of pupils with SEND. This policy has been co-produced in the spirit of current reform.

4. Inclusion and equal opportunities

At Nonsuch Primary school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced, and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to ensure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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, however these factors might nevertheless impact on progress and attainment:

- 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 SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being a Looked After Child

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be tailored and appropriate for the pupil’s particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area may have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Miss Sinead Wyatt.

They will:

- › Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made to ensure effective co-production and a pupil-centered approach
- › Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- › Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- › Work with the Headteacher to advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- › Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- › Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is effectively planned
- › When a pupil moves to a different school: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, or school in a timely manner
- › Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Make sure the school keeps its records of all pupils with SEND up to date and accurate
- › With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- › With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- › Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- › With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The Governing Body

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- › Do all it can to make sure that every pupil with SEND gets the support they need
- › Determine the school's general policy and approach to provision for pupils with special educational needs, including staffing and funding arrangements.
- › Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out

6.3 The SEND link governor

The SEND link governor is Mrs Gail Joyce

The SEND governor will:

- › Help to raise awareness of SEND issues at governing board meetings
- › Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- › Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The Headteacher

The headteacher will:

- › Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- › Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- › Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- › Make sure that the SENCO has enough time to carry out their duties
- › Have an overview of the needs of the current cohort of pupils on the SEND register
- › Work with the SENCO to advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- › With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- › With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- › With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- › Work closely with the SENCO and ensure full staff participation in the development and implementation of the SEND policy

6.5 Class teachers

Each class teacher is responsible for:

- › Planning and providing high-quality, inclusive teaching that is differentiated to meet pupil needs through a graduated approach
- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- › Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- › Setting targets, planning programs of work, assessing, and teaching in line with targets set out in pupils' individual target plans (ITP).
- › Working closely with the SENCO to identify and assess pupils who may have SEN
- › Ensuring they follow this SEND policy and the SEN information report
- › Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them

- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- › Invited to termly meetings to review the provision that is in place for their child
- › Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- › Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- › Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- › Explaining what their strengths and difficulties are
- › Contributing to setting targets or outcomes
- › Attending review meetings
- › Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

Within our school/setting we identify the needs of pupils by considering the needs of the whole child not just their special educational needs. We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- › Is significantly slower than that of their peers starting from the same baseline
- › Fails to match or better their previous rate of progress
- › Fails to close the attainment gap between them and their peers

› Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with scaffolded, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary, they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as trauma, or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or extra is needed in addition to [Ordinarily Available Guidance.pdf](#).

If a pupil is joining the school, and:

- › Their previous setting has already identified that they have SEN
- › They are known to external agencies
- › They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents in SEN co-production

At Nonsuch Primary School we believe that a close working relationship with parents/carers is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision.
- Continuing social and academic progress of children with SEND.
- Personal and academic targets are set and met effectively.

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We take into account any concerns the parents have
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

If an assessment or referral indicates that a pupil has additional needs, we will formally notify parents if it is decided that a pupil will receive special educational provision. Parents/carers and the pupil (when appropriate) will always be consulted with regards to future provision. Parents/carers are invited, when it is considered appropriate, to attend meetings with external agencies regarding their child.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle through which decisions and actions are revisited, refined, and revised with a growing

understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

As the Code of Practice suggests, pupils may only be identified as SEND if they do not make adequate progress once they have had intervention/adjustments and good quality personalised teaching as described in the SEND Code of Practice. 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.

The graduated approach is part of whole school teaching covering universal, targeted and specialist provision.

1. Assess

Concerns about a pupil's rate of progress emerge through termly pupil progress meetings with the Head Teacher. Their progress is assessed against their age-related expectations. This enables the school to create the pupil's profile of and determine the level of provision required.

Quality first teaching (QFT) that is differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Our school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND.

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Edukey Provision Map, and will be made accessible to staff in an Individual Target Plan (ITP).

Some children, who are making smaller steps of progress, follow the Birmingham Continuum's for Reading, Writing and Mathematics. The Continuum is updated as often as pupil progress dictates. The Continuum is shared with the child and all adults working with the child.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class teacher retains responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

The Individual Target Plan / Continuum is used to support the implementation of identified support. The ITP / Continuum is implemented through Quality First Teaching, targeted at the pupil's areas for development and supporting the further development of strengths. The targets are shared with the child and used as their success criteria. The pupil is informed of progress against ITP / Continuum criteria through marking: how well they have done and what they need to do to improve. The ITP / Continuum is a working document-as a monitoring tool, it contains evidence of progress towards achieving the targets. Any adult working with the

child may contribute to the ITP / Continuum. The class teacher holds the responsibility for evidencing progress according to the outcomes described in the ITP / Continuum.

4. Review

Pupil Progress meetings are held with the Head teacher and SENCo. These will contribute to informing future target planning.

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

Individual target plans and continuums are reviewed half termly, however if better than expected progress is made, these should be updated as required

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

Advice and support from specialist teachers, educational psychologist or other external agencies may be appropriate to further support our pupils. With parental consent, this will be arranged by the SENCo. Any advice regarding strategies and resources will be followed and reviewed to ensure the needs of the student are being met.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met in-line with ordinarily available provision, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Referral for an Education, health and care (EHC) plan and SEND Support Provision Plan (SSPP)

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan or SSPP.

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment.

The EHCP process is usually undertaken by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan or SEN Support Provision Plan will be taken after consultation with parents/carers, teachers and other professionals involved.

The application for an Education, Health and Care Plans or SEN Support Provision Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Educational Outside Agencies
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a panel of professionals from education, health and social care about whether a request for an assessment of needs is made.

Further information about EHC Plans or SSPP can found via the Birmingham SEND Local Offer:

<https://www.localofferbirmingham.co.uk/>

Education, health and care (EHC) plan

An EHC plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

Following Statutory Assessment, an EHC Plan will be provided by Birmingham Local Authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and co-producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by parents/carers, the child (if appropriate) and the current educational setting. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be requested.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census pupils with an EHC Plan will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- › Tracking pupils' progress, including by using provision maps, pupil progress data, progress towards ITP and continuum targets
- › Carrying out the review stage of the graduated approach in every cycle of SEN support
- › Using pupil questionnaires
- › Monitoring by the SENCO
- › Holding annual reviews for pupils with EHC plans
- › Getting feedback from the pupil and their parents

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- PSS (Pupil and School Support)
- CAT (Communication and Autism Team)
- Sensory Support Service (including Hearing Impairment and Visual Impairment Team)
- Occupational therapists
- Physical Disability Service
- Physiotherapists
- General practitioners or Paediatricians
- ADHD Team
- School nurses
- Child and adolescent mental health services (CAMHS)
- Psychotherapist
- Counsellors
- Forward Thinking Birmingham and STICK
- Social services / CASS

11. Admission and accessibility arrangements

11.1 Admissions Arrangements

Please refer to the admissions information contained on our school website.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

11.2 Accessibility arrangements

The school complies with all relevant accessibility requirements; please see the school accessibility plan for more details. Accessibility Plan is reviewed every three years. This document can be accessed via the school's website.

12. Supporting Transition

We recognise the importance of maintaining close links with all our pre-school nursery/ childcare settings and discuss children's learning needs as they transfer to our reception classes. Links are also maintained with local secondary schools, particularly with the SENCo for those children with SEND who transfer at Year 6 or any point in their school career. Information and records are shared between schools. We welcome opportunities to allow pupils to visit their future school and visits from their staff to meet them at the school.

We also provide ample opportunities for pupils to visit their new classrooms and class teachers during year on year in- house transition.

13. Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) or an Education, Health and Care (EHC) Plan or SEN Support Provision (SSP) Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The school's policy for supporting pupils with medical conditions can be found on the school website.

14. Examinations Access Arrangements

Children with SEND may require differentiated exam and assessment arrangements e.g. modified papers and assessments, resources, environments and extended completion times. Class Teachers are skilled in differentiating tests and assessments as appropriate. Applications for modified SAT's papers are made six months before the required completion dates.

15. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If parents feel a concern or difficulty is not being dealt with appropriately after discussions with the class teacher, an appointment with the SENCo and/or Head teacher can be arranged via the Office. The SEND Governor is also available, if a meeting is deemed necessary. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the school's complaints policy which can be located on the school website.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

16. Monitoring and evaluation arrangements

16.1 Evaluating the effectiveness of the policy

We will evaluate how effective our SEND provision is with regards to:

- › All staff's awareness of pupils with SEND
- › How early pupils are identified as having SEND
- › Pupils' progress and attainment once they have been identified as having SEND
- › Whether pupils with SEND feel safe, valued and included in the school community
- › Comments and feedback from pupils and their parents

16.2 Monitoring the policy

Our school regularly and carefully monitors and evaluates the quality of provision we offer all pupils through regular audits. This policy will be reviewed by the SENCO **annually**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

17. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy