



Special Educational Needs and Inclusion Policy

Last updated July 2021

Reviewed in July 2023

Next review July 2024

Next review July 2025

Vision Statement

World's End Junior School and VI Resource Base is committed to providing high quality education to all our children. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

World's End Junior School and VI Resource Base is committed to inclusion. Our school ensures that we offer cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

At our school we see each child as an individual and we respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

SEND Vision Statement

World's End Junior School and VI Resource Base is a caring, inclusive school which ensures that every learner is given an equal chance. We value all pupils equally whatever the differences, whether learning, social or emotional and by removing barriers to learning we aim to meet individual needs and provide opportunities for pupils to make good progress. Pupils should enjoy reaching their goals and have this achievement celebrated.

We work with pupils, parents, staff and outside agencies to ensure that a pupils needs are understood by all and appropriately supported. Early identification and assessment of need, allocation of resources, close monitoring and the use of a relevant and differentiated curriculum will support pupils' learning while being part of a planned programme of support. As the pupils grow and develop they will become more independent and confident in their learning while fully participating in the life of the school, thus making a positive contribution to the school community.

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Equal Opportunities

We will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person will be given fair and equal opportunity to develop their potential, with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

Aims of Our SEND Policy

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)

- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Definition of Special Educational Needs

A pupil has SEN if they have a learning difficulty or disability which calls for 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 the majority of 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

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.

The school has a Disability Equality Policy and an Accessibility Plan which outlines adjustments the school will make to cater for disabled pupils and staff.

Roles and responsibilities

The SENCO

The SENCO is Caroline Barlow.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching

Advise on the graduated approach to providing SEN support

Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

Be the point of contact for external agencies, especially the local authority and its support services

Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Ensure the school keeps the records of all pupils with SEN up to date

The SEN governor

The SEN governor will:

Help to raise awareness of SEN issues at governing board meetings

Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The headteacher

The headteacher will:

Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school

Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

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 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

Ensuring they follow this SEN policy

Procedure for identifying pupils with special educational needs.

The school is committed to early identification of special needs and liaises closely with feeder schools. We welcome information from parents which will support identification. In

accordance with the 2015 SEN Code of Practice: 0 to 25 Years our school identifies children with SEN under the Four Categories of SEN – Broad Areas of Need

1. *Communication and Interaction*, including:
 - SLCN (Speech, Language and Communication Needs)
 - ASD (Autistic Spectrum Disorder)

2. *Cognition and Learning*; when children learn at a slower pace than their peers, even with appropriate differentiation. They include:
 - MLD (Moderate Learning Difficulties)
 - SLD (Severe Learning Difficulties - where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.
 - PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.)
 - SpLD (Specific learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.)

3. *Social, Emotional and Mental Health Difficulties*. They include:
 - Wide range of difficulties that manifest themselves in many ways e.g becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
 - ADD (Attention Deficit)
 - ADHD (Attention Deficit Hyperactive Disorder)
 - Attachment Disorder

4. *Sensory and/or Physical Needs*, including:
 - Vision Impairment
 - Hearing Impairment
 - Multi-Sensory Impairment
 - Physical Disability

As soon as any concern is raised about a child parents will be contacted to discuss this. We then follow the graduated approach and the assess, plan, do, review model as stated in the Code of practice 2015.

Once a concern has been raised and parents informed children are placed on the concern section of the sen register. The teacher and SENCo monitor the pupil carefully and ensure high quality teacher is in place. Mrs Barlow observes the pupil, looks at their work and gaps are identified.

If concerns continue then the child moves to the monitoring section of the sen register, parents are informed. The child is assessed using the Birmingham continuum which measures small steps progress. Interventions and classroom provision is tailored to meet the pupil's needs.

If concerns continue the child will be placed on the sen register, specialist agencies may be involved and further interventions and support will be put into place.

The Special Needs Register

The SENCO adds any pupils identified as having a special educational need to the school's SEND register. This register is continually updated and evaluated at the end of every half term. Pupils will not be added to the register without parents/carers being informed.

Expertise and training of staff

Our SENCO has 9 years

experience in this role and hold the National SENCO qualification.

They are class based 2 days a week and work 5 days a week.

We have a team of experienced teaching assistants, all of whom hold a level 3 qualification. We have a SALT TA and an autism lead practitioner.

We have a rolling programme for SEN training

Statutory Assessment and Education Health Care Plans

If all the additional support and strategies employed by our school result in a continued lack of progress or there is significant cause for concern, a request for statutory assessment will be made to the LA (only with parental permission.)

All Education, Health, Care plans will be reviewed annually, ensuring that once a year the parents, the pupil, the LA, the school, and all professionals involved, consider both the progress the pupil has made over the previous 12 months and whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. It is a way of monitoring and evaluating the continued effectiveness and appropriateness of the statement.

School information report

Our school has a school information report as part of the Birmingham local offer which is published on our website.

Monitoring arrangements

This policy and information report will be reviewed by Caroline Barlow **every year** with input from the parents committee. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies and documents

This policy links to our policies on:

Accessibility plan

Behaviour

Equality information and objectives

Supporting pupils with medical conditions

Safeguarding policy (including Covid 19- addendum)

Anti-bullying

Remote learning policy

Pupil Profile Information



General information	
<u>Name:-</u>	
<u>DOB:-</u>	
<u>Interests/enthusiasm :-</u>	

Helpful Information	
Helpful Information	
Things that finds difficult	
Ways that can help	
Other useful notes.	

