



SEND Policy 2024-25

Policy Review

This document will be reviewed in full by the Governing Body on an annual basis.

This document was formally approved by the Governing Body on 1st October 2024.

Date of Review: October 2025

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Supporting Special Educational Needs and Disabilities at Alumwell Junior School

As part of the Children and Families Act 2014, the SEND code of Practice aims to improve outcomes for all vulnerable children and young people and their families; develop joint multi-agency responsibility and working; give parents and carers more choice and control and ensure flexible local approach to identifying and meeting needs.

Every Governing body is required by law to publish information about how the school makes provision to meet any special educational needs (SEND) of its pupils. The information is available free of charge to parents of existing or future pupils of the school, the Local Education Authority, Health Services and any other interested parties who may request a copy, either by calling into the school, or by post.

Introduction

This policy complies with the Statutory requirement laid out in the SEND code of practice 0-25 (Sept 2014) 3.65 and has been written with reference to:

- The Equality Act 2010; Update May 2014
- SEND Code of Practice Sept (2014) updated 2015
- Statutory guidance on Supporting Pupils at School with Medical conditions- April 2014
- EYFS 2012 statutory Guidance
- School’s Safeguarding Policy
- School’s Accessibility Plan
- Teachers’ Standards 2012
- Anti-bullying policy
- Safeguarding policy

This policy was created by the school SENCo with the SEND Governor in liaison with Senior Leadership team, all staff and parents of pupils with SEND. This policy was created in line with the new code of Practice 2014.

School SENCo - Mrs. L Timmins

National SENCo Award completed January 2015

The SENCo is a member of the School Leadership Team

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Vision

Every child with the support of parents or carers and school staff can attend our school, where they will feel safe, valued and able to make a positive contribution as a member of the school community, benefiting fully from the learning opportunities and social experiences available.

Rationale

Children have different aptitudes and abilities and progress at different paces. We recognise that a proportion of the children in each class may have special educational needs. We recognise that it is our duty, as early as possible, to identify the nature and manifestation of need, to develop and/or engage in suitable programmes of study, which will assist and enhance cognitive, physical, social

and emotional development. At the same time we would wish to enhance the self-image and give a sense of achievement and self-fulfilment while developing a considerate, respectful attitude on the part of others.

Aims

Children may have special educational needs or disabilities either throughout or at some time of their school career. We aim to:

- Provide access to a curriculum which allows for the individual development of each child removing barriers to learning and meeting their diverse needs
- Seek the views of the child and take them into account where possible
- Involve the parents in all decision relating to their child and recognize the vital role they play in supporting their child's learning
- Liaise with and draw upon the expertise of other professional agencies
- Enable each child to develop according to their needs regardless of ability race, gender or religion or sexual orientation to reach their potential
- Provide a safe environment where children want to attend school and enjoy the opportunities provided

Objectives

Every teacher is responsible for the early identification and meeting the needs of SEND pupils and in this they can draw on the resources of the whole school.

We will:

- Set clear learning objectives
- Provide differentiation to support learning in accordance with the Graduated Response
- Enable the child to access a broad and balanced relevant curriculum which provides opportunity for enjoyment with a whole school approach to managing and meeting individual needs
- Access specialist services or provision in school for individual children
- Provide support and advice for all staff working with pupils with Special Educational Needs or Disabilities

Identifying SEND

- Alumwell Junior School use assessment tools to track your child's progress
- If your child is not making expected progress we will talk to you about it
- We observe and assess children daily in all situations. Staff share what they have seen and inform the SENCo of any concerns
- We also work with other agencies such as health, educational psychologists, speech and language therapists as well as many others which may help us identify a special need or disability
- We always share our initial concerns and findings with you by arranging a meeting with you

- We always ask your permission before putting your child’s name on the special needs register
- We follow the special needs Code of Practice 2014 which means there is a certain order that we follow. It is called the Graduated Response
- Once a concern has been raised and discussed by staff and parents steps will be taken to help your child to progress. The class teacher will meet their needs through differentiated work
- If after this, your child is not making the progress expected we will move the support to a Support Plan to help your child meet specific targets using agreed strategies with staff and parents. This is reviewed each term. Your child access additional interventions and resources at this level, which are closely monitored by the SENCo
- If their targets are not met we will ask for outside help and consider an Enhanced Support Plan. They will have someone to one or small group work time with an adult
- If parents and professionals feel your child needs more support and will do so over a period of time then a Statutory Assessment will be requested which may lead to an Education, Health and Social Care plan being issued
- Wherever your child is on the Graduated Approach their progress will be tracked and reviewed each half term in a meeting with parents and other professional and also on a daily basis by staff working with your child so work is always planned to meet their needs

Other factors that are not SEND but may impact on progress and attainment:

- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of pupil premium grant
- Being a looked after child
- Being a child of a service man or woman

Our guiding principle is one of **inclusion**.

In implementing this, consideration will have to be given to the following factors:

- For the majority of children with special needs, teaching will take place in class alongside their peers
- Where appropriate, provision should be made for withdrawal for specific children for specific activities
- A secure, stimulating environment will be provided
- Like all other children, those with special educational needs are entitled to a broad, balanced curriculum which is differentiated according to need
- Every attempt should be made to provide suitable equipment and materials
- The use of teaching assistants and others who can be used to withdraw individuals and small groups
- The close co-operation between class teachers, teaching assistants, SENCO, and all involved with SEND pupils
- The views and co-operation of parents
- The results of monitoring the provision

- The regular reviews of the policy and achievements
- The opportunities for pupils with special educational needs to join in with all the activities of the school including extra curriculum activities

- The consideration that SEND crosses all curriculum areas and all aspects of teaching and learning
- The views of the child and take them into account
- Acknowledge and draw on parental expertise in relation to their child

The term special educational need is not exclusive to those children who find learning difficult. There are very able children who have special needs of a different kind to which we must respond.

Definition of 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 other children of the same age. Special educational provision means educational or training provision that is additional to or different from that made generally for others of the same age in a mainstream setting in England. *SEND Code of Practice 2014 (updated 2015)*.

A person has a disability if he has a physical or mental impairment, which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities. *Disability Discrimination Act 2010*

It should be noted that pupils may fall within one or more of these definitions. Pupils with a disability will have special educational needs if they have any difficulty accessing education and if they need any special educational provision made for them.

There are four broad areas of SEND where children may have extra needs in one or more areas:

- ❖ Communication and Interaction
- ❖ Cognition and Learning
- ❖ Social, mental and emotional health
- ❖ Sensory and / or physical needs

The local authority publishes indicators for identifying needs in the four areas and are available on request.

Graduated Response

Assess, Plan Do, Review

The school will undertake two cycles of Assess, plan, do and review before a pupil is identified as having an SEND need.

Assess

Assessment methods used to help identify a special educational need include:

- Information from parents
- Information for previous setting
- Initial concerns, discussions with staff, observations of pupils
- SEND support plans
- SEND support plan reviews
- Interventions
- Impact statements
- Standardised Test Scores
- Data analysis
- Progress meetings
- Referrals from outside agencies
- Recommendations from Safeguarding meetings, PEP meetings

Plan

If review of the action taken indicates that additional to and different from support will be required, then the views of all involved including parents and carers and the pupil will be obtained (6.14 of Code) and appropriate evidence based interventions identified, recorded on a support plan and implemented by the group leader with advice from the SENCo.

Do

SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching relevant developmental targets that take into account parents' aspirations for their children. Parents will be consulted on the action they can take to support attainment of the desired outcomes. Within school the child may be supported by a teaching assistant. This intervention will be recorded and included in the review meeting. Some children may work in small

groups on particular skills or individual one to one work. This work will be led by a teaching assistant under the guidance of the SENCo. These interventions are noted on the provision map and their impacts are reviewed termly.

Review

Progress towards these outcomes will be tracked and reviewed termly with the parents/carers and the pupil where appropriate. New targets will be set at the meeting. If a child is not making expected rate of progress then outside advice will be sought. The nursery always obtains parents' permission to discuss their child with other professional and informs parents of the outcomes of such discussions and involvement. Once outside agencies are involved the SEND Support plan becomes enhanced.

In order for pupils to exit the SEND register; they will no longer have provision that is additional to or different from their peers. Any pupil who is removed from the SEND register is monitored by the SENCO for a term

Pupils with SEND are recorded on the school database Sims software and updated regularly.

Pupils will be aware of learning targets and encouraged to share their views about school and this will be used to help them to get the most out of their education.

Roles and Responsibilities/ Co-ordination of Provision

Provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of assessment and review.

Governing Body

The Governors have specific responsibility to:

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- Ensure that pupils are made known to all who are likely to teach them. Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs
- Consult the LEA and the governing bodies of other schools when it seems to be necessary or desirable in the interest of coordinated special educational provision in the area as a whole
- Ensure that a pupil with special educational needs join in the activities of the school together with pupils who do not have special educational needs. This needs to be practical and compatible with the child's special educational provision and allow for the efficient education of the pupils with whom they are educated
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child
- In doing so, governors will have regard to the Special Educational Needs Code of Practice and the Disability Rights Code of Practice for schools. Governors will report to parents annually on the implementation of the SEND policy

To demonstrate the effective implementation and success of the policy the report may include:

- How the resources have been used
- The number of pupils identified at each stage
- Progress which has been made in relation to provision and assessment
- Monitoring and record keeping
- The use of outside support services and agencies

The Co-Headteacher

The Co-Headteacher has the day to day management responsibility of all aspects of school work, including provision for pupils with SEND. The Co-Headteacher keeps the governing body fully informed and works closely with the school's SENCO.

The SENCo

To be responsible for the day-to-day operation of the SEND Policy.

This includes:

- Give guidance and assistance in identifying, assessing and monitoring children with special needs
- For school purposes – keeping a record of children who have special educational needs;
- Supporting and advising colleagues and governors
- Liaising with parents, other schools and support agencies
- Taking an appropriate part in staff development
- Ensuring that personal professional development keeps abreast of developments
- Implementing, reviewing and updating the school’s policy
- Update and oversee records
- Updating, managing and reviewing provision maps, support plans and impact statements
- Collect and analyse data and use this information to inform the school development and report to Governors

The School Staff

All teachers are “teachers of children with SEND” (6.36 of code) and do their best to differentiate the curriculum to meet the needs of all the children (6.37). All staff are involved in implementing the SEND policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEND.

Supporting Pupils and Families

The Local Authority by law publishes the services and provision available to children of SEND in the local area. This is called the Local Offer. There is a link on our school website. Parents can also access impartial advice from Parent Partnership. These details are also on the school website. Contact numbers are available from the school SENCo.

As a school we also publish information meeting the needs of SEND children. This is currently on the school website as the schools local offer. This document gives information on current services and provision available to SEND pupils.

Admission Arrangements

The admission arrangements for the school treat children with SEND who do not have a statement of SEND exactly the same as for all other children and are administered in accordance with the guidance set out in the Admission Arrangements published by the Authority. A copy of the Admission Arrangements is available from Children’s Services (Walsall Local Authority). This booklet also sets out arrangements that apply for admission of children and young people with statements of SEND

Transition

SENCOs from each of the three Alumwell schools attend IPM meetings at each setting to aid transition and passing on of valuable information. Transition plans are drawn up for children moving across the schools and onto secondary school. Pupils visit their new schools before moving across with and without their parents. Children with specific needs have additional visits to ease transition. Strategies are planned to prepare the individual child depending on their need i.e. photobooks, visual timelines, maps of the school, access routes. The schools share the same parent support advisor to aid seamless transition for families. Children with Education, Health and Social Care plans or statements are supported by the same staff at the Local Authority SEND team.

Provision – Access to the Curriculum

We must recognise that children have different degrees of difficulty, so the additional support that they receive will depend upon how great their difficulty is; children with greater need receive more support. We call this our continuum of need and match it to a continuum of support. All staff will be made aware of the resources that have been purchased and where they are kept.

The school recognises that pupils at school with medical condition 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- updated May 2014.

Some may also have special educational needs and may have a statement or EHC plan which brings together health and social care needs, as well as their SEND provision and the SEND Code of Practice 2014 (updated 2015) is followed.

Our policy for medical needs is currently under review by the Alumwell schools.

Arrangement for partnership with parents/carers

- We aim to work in close partnership with parents and all information is shared and decisions taken jointly. If we have concerns, these will be shared with you and we will talk about whether your child's understanding and behaviours are the same at home as they are in the setting. This is then taken into account and we work together to decide what support you and/or your child may need to begin making good progress
- Where appropriate, together we will write a Support Plan; this sets simple targets and outlines how your child will be supported. You will always be provided with a copy so that you can support your child's learning at home
- Sometimes, we may ask you to give permission for other professionals to become involved for example, making a referral to other agencies such as the Speech and Language Therapy Team, Health Visitor or Children's Centre
- We will then hold an 8-10 week review meeting, where you will be involved in reviewing your child's progress and celebrating their achievements alongside school staff and any other professionals involved
- We also hold parent consultation meetings once a term, where you can discuss your child's progress with their class teacher

- We also hold SEND open mornings throughout the year, which are an ideal opportunity to liaise with a range of professionals and other parents of children with SEND

Arrangements for Complaints

School will always be open to receiving either compliments or complaints from parents of children with SEND in the school. In the first instance these should be relayed to the SENCO either by calling for a discussion/to make an appointment, or by writing in to school.

- Telephone discussion. Complaints, can usually be easily and quickly be dealt with by a telephone conversation, but please be aware that all our staff in school will be fully involved with teaching and supporting children so will find it difficult to get to the phone during the normal teaching day
- Meeting in school with SENCO. In the unlikely event that this does not allay your concerns, then the next stage would be to organise a meeting in school with the SENCO to discuss this further
- Meeting in school / discussion with Co-Headteacher. If you are still not satisfied that your concerns have been resolved then you should either phone the Co-Headteacher for a conversation or appointment to meet, or put your concerns in writing

The school's complaint procedures can be accessed via the school website:

www.alumwelljuniorschool.co.uk

Teaching Assistants

Teaching assistants work alongside classroom teachers. Where appropriate they will work with individual or groups of children engaged in activities planned by the class teacher or the SENCo. Some teaching assistants will be assigned to individual children who may have a statement of special needs.

In – Service Training

We regularly undertake training and development work in the area of meeting SEND in schools, and this is included in our school development and training plan. This takes a variety of forms such as; whole school training, group training, attendance at external networking and training events. Provision mapping is done by the SENCO on a termly basis. This provides an indication of needs and progress of targets. The SENCO will keep abreast of any new developments as part of her continuous development, and keep staff informed as appropriate.

Sharing Experiences and Good Practice

As a school we are part of a Walsall wide education community.

We look for opportunities to work closely with neighbouring schools within our area. Meetings take place between the SENCOs of the three Alumwell schools on a regular basis. These meetings are used to discuss children who will transfer to school who have special educational needs and to network key developments and initiatives. As Alumwell Junior is part of the 'Cadmus Family of Schools' good practice is shared amongst this family of schools and termly SENCO meetings are set up and delivered via the 'Cadmus Inclusion' service.

This policy will be reviewed annually by the governors and any person wishing to comment on the policy is warmly invited to do so.