



SEND Policy

Last Ratified by Governors: 26 Sept 2022

Review Cycle: Annual

This Review Date: Sept 2023

Reviewer: Kaly Phelan

Approved by Governors: 25 Sept 2023

Signed:.....

Next Review Date: Sept 2024

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- 1- **1. The school aims , page 4** - are now include the SEND first strategy and preparation for adulthood strategies.

- 2- **6. Our approach to teaching pupils with SEND, page 7-** When working with other agencies we are guided by these professionals and specialists as to the need for assessment and/or support, including relevant testing/ assessment.

- 3- **5.2 Consultation with parents, page 9** - When consulting with parents I have added in the importance of a pupil centred approach and listening to their voice and consent and that we take into account the advice from specailists and outside agency professionals.

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1. Aims

Our mission is to be a Centre of Learning for all members of our community. Selly Park Girl's School is an inclusive school that has high expectations for all pupils. Every teacher is a teacher of every child or young person including those with SEND.

School Aims

- Identify and provide for pupils who have special educational needs and disabilities (SEND)
- Work within the guidance from the SEND Code of Practice revised (2015)
- Work in partnership with parents/carers to raise aspirations and for all pupils with SEND to achieve their best.
- Operate a "SEND First" approach to the management and provision of support for special educational needs
- Provide training, support and advice for all staff working with pupils with SEND
- Provide pupils with the skills and attributes required for adult life, thus preparing them for adulthood.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice, (2015) 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, SEND co-ordinators (SENCOs) and the SEND information report

3. Definitions

A pupil has a SEND need 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.

4. Roles and responsibilities

The SENDCO

The SENDCO is Mrs K Phelan

She will:

- Work with the Head Teacher and SEND 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 SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND 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 Head Teacher 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 SEND up to date

The SEND Governor

The SEND Governor is Mr N Clarke

The SEND Governor will:

- Help to raise awareness of SEND 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 Head Teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

The Head Teacher

The Head Teacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class using High Quality Teaching strategies
- Working closely with any Learning Mentors 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 SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they apply the SEND policy consistently in their practice

5. Identification of SEND

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

6. Our approach to teaching pupils with SEND

There are three levels of support that pupils with SEND may require. This decision will be evidence based through a pupil's work, assessments, educational testing and observations

completed by school staff and/or outside agencies. When working with other agencies we are guided by these professionals and specialists as to the need for assessment and/or support, including relevant testing/ assessment.

Universal support

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. Teaching will be effective, differentiated and strategies used will be evidence based for individual pupils to support them in meeting the demands of the curriculum.

Targeted support

In addition to the universal support, some pupils require further provision and may receive extra interventions for the following:

- Cognition and Learning
- Communication and Interaction
- Physical/sensory
- Social, Emotional and Mental Health

A range of interventions take place in school that are appropriate to meet the SEND pupils' need.

Specialist support

In addition to the interventions at the targeted stage, pupils may require further support from outside agencies. The main agencies involved (although not an exclusive list,) is below;.

- Educational Psychologist
- Communication and Autistic team (CAT)
- Speech and language therapist
- Sensory support services
- Pupil support services
- School counsellor
- School nurse
- SENAR

7. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil

- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness and quality assure the support and interventions and their impact on the pupil's progress.

The Data Manager analyses the data for pupils with SEND as a key pupil group. This ensures that progress is continuously monitored and reviewed throughout the year.

8. Staff training

The teacher is responsible for all pupils, including those with SEND. It is their responsibility to ensure that lessons are taught appropriately to meet the needs of pupils with SEND. Teaching and support staff receive extensive training from the SENDCO, relevant senior leaders and specialist SEND outside agencies to ensure that they are equipped with the knowledge and skills to deliver Quality First Teaching. Staff also receive 'passports to learning' which provide information on the pupil's needs and strategies to apply within the classroom.

Learning Mentors receive statutory training as the teaching staff. In addition to this they have a bespoke pedagogy focussed SEND training package for example, delivering high quality evidence-based interventions that pupils receive at targeted level, around specific areas of need and deployment of Learning Mentor's in the classroom.

9. Admissions

Please refer to the website and prospectus for information regarding admissions. Pupils with EHC Plans will follow a different pathway to admissions via the Local Authority- please see the 'Local Offer' for Birmingham for further support.

10. Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that;

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- We take into account the pupils, thoughts, feelings and consent as part of a pupil centred approach.
- We take into account the advice from specialists and outside agency professionals.
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- This information is displayed on 'passports to learning'.

Parents will be notified either verbally or in writing if their daughter is placed on the SEND register under SEND Support.

- Parents will have three points of contact with the SEND team throughout the academic year.

Parents can also go online to the Local Offer to see the additional SEND support from Birmingham City Council

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

11. Complaints about SEND provision

Complaints about SEND provision in our school should be made to K Phelan (SENCO) in the first instance. They will then be referred to the school's complaints policy.

Details for raising concerns

Mrs K Phelan

5 Selly Park Road

Selly Park

Birmingham

B29 7PH

0121 472 1238

k.phelan@sellyparkgirls.org

12. Monitoring arrangements

This policy and information report will be reviewed by K Phelan (SENCO) annually. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.