



Swanshurst School

SEND POLICY

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This policy statement presents a true and accurate reflection of current practice in the area to which it relates. Its review forms part of our continuing process of school improvement taking the school forwards and is informed by local and National needs and developments and is in accordance with the **SEND** & Disability Act 2001, <https://www.legislation.gov.uk/ukpga/2001/10/contents> the SEND code of practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> and the SEND green and white paper 2022 -2023 <https://www.gov.uk/government/publications/send-and-apgreen-paper-responding-to-the-consultation>

1. Policy Statement

Swanshurst School believes that all children with special educational needs must have their needs addressed and that they should have the greatest possible access to a broad and balanced education including the National Curriculum which will enable them to be included successfully in a lifelong learning process leading to significant achievement in educational progress. It is felt that most children with special education needs, including those with Education and Health Care plans (EHCp) should be educated in mainstream schools alongside their peers. Swanshurst School believes that it is important to consider the views of children and that their opinions will be taken into account. Furthermore, Swanshurst School

understands the vital role that parents have in supporting their children's education and actively seeks to foster good home-school liaison.

2. Objectives

- To ensure that pupils with special educational needs receive a broad and balanced curriculum.
- To provide an inclusive school environment for all pupils whatever their learning needs.
- To monitor the SEND data base ensuring an effective match to school SEND provision/resources across the whole school and to use this information to inform INSET needs of staff.
- To use the Graduated Approach from the Code of Practice to meet a pupil's special educational needs.
- To have an efficient referral and diagnostic system.
- To involve parents/guardians in the provision of the best possible learning opportunities.
- To ensure that liaison with parents/guardians is of the highest standard and that parents are fully informed at all times and involved in all decisions concerning their child.
- To have good working links with other professional agencies.
- To involve subject teachers, parents and pupils in developing their own Individual Education Plans and Provision Plans.
- To monitor, review and map pupils progress and ensure a continuum of provision.
- To expand the learning support provision with specific reference to pupils with hearing and visual impairments.
- To ensure that pupils with SEND enjoy the same resources as other pupils, in addition to specialised resources and equipment, including ICT to meet their specific needs.

3. Management of Special Education Needs

The school has a designated governor, Ms Tynsley, with responsibility for special needs.

The school has a designated Senior Assistant Head Teacher, Mr Ali, with management responsibility for special needs.

Mrs Hanvey is the school's Special Needs Co-ordinator (SENDCo). She is responsible, under the management of Mr Ali, for:

- a) the day-to-day implementation of the school's SEND policy
- b) co-ordinating provision for pupils with special needs
- c) managing the Learning Support team

- d) maintaining a SEND database and overseeing the records of all identified pupils
- e) liaising with and advising staff
- f) contributing to the in-service training of staff
- g) liaising with and advising parents/carers including the reviews of registered pupils
- h) liaising with and advising external agencies
- i) liaising with learning mentors, the school's social worker and mental health nurse

The SENCO will liaise with the Pastoral Team including Heads of Year to ensure that pupils with emotional, behavioural or medical difficulties are appropriately placed on the Special Educational Needs data base and supported accordingly.

The Learning Support Department is located in OLG1 and OLG2 which is the major focus for the work for the Learning Support staff. It operates equally as a resource for pupils and staff and provides staff with details of and commentary on current thinking and documentation relating to special needs including any national curriculum provisions and regulations.

4. Whole School Response to SEND

In addition to the SENDCO and Learning Support Team, the English, Maths and Science departments have SEND Leads who have responsibility to develop and monitor teaching and learning, pupil progress and subject based interventions.

Departments are responsible for ensuring that the school's SEND policy is incorporated within their policy. Subject specific reasonable adjustments are outlined in addition to whole school SEND best practice and departments consider policy implementation, including the updating of information and advice on individual pupils on the SEND database.

Departmental schemes of work and policies on SEND and assessment will reflect agreed aims and objectives, particularly those concerned with differentiation, equality of opportunity and progression. The Learning support Department supports departments in their work in this area.

The Learning Support Department works through collaborative and supported teaching and through withdrawal of pupils as appropriate. The main focus is on partnership through good communication with staff, so that pupils receive adapted provision that enables them to become increasingly independent and are prepared with skills for adulthood as well as academic qualifications.

5. Learning Support Department

Learning Support Department staff receive regular CPD and updates regarding recent changes to policy and provision in the city. This CPD is delivered both in house and via agencies with appropriate expertise. Regular performance management supports development. Departments will be similarly encouraged in recognition of the need to keep abreast of current developments.

Learning Support Department staff will be encouraged to play an active role in local support groups, working parties and LEA sponsored bodies to ensure an effective exchange of ideas and good practice.

In collaboration with Heads of Year, Learning Support staff are closely involved in the placement and induction of pupils new to the school.

'Team Around the Child' (TAC) meetings are held as appropriate to consider the work, progress and conduct of individual pupils who are causing concern, with pastoral and SEND representatives involved.

The Learning Support Department plays a role in the initial form placement, screening and assessment of pupils arriving in Year Seven. This includes interviewing identified pupils, analysing primary school records, the administration of standardised tests as appropriate and consideration of subject-based assessments with a view to placement and the identification need and support.

The staged procedures adopted by the school will follow agreed guidelines as indicated in the following synopsis:

- a) Initial information – gathered by learning support staff from interviews, primary records and initial assessments.
- b) Appropriate provision agreed with pupil and parents. This may include, for example, small group or individual withdrawals for phonics, Raising Achievement Assistant support in lesson and paired reading
- c) Production of one-page profiles to inform staff or pupil strengths and challenges and possible differentiation strategies.
- d) Where appropriate, production of SEN Support Provision Plans through liaison with appropriate agencies.
- e) Where appropriate, review and production of Education and Health Care plans and SEND Support Provision Plans.

These are working documents and will be formally reviewed annually thereafter with agencies to ensure appropriate intervention and support within the limits of available resources, the priorities established by Learning Support Department and the requirements/guidelines provided by the LEA. The work and progress of all pupils on the database will be reviewed on a regular basis as whole school progress data is produced.

Parent/carer involvement and partnership in the process of teaching and learning is essential. Frequent consultation and review are the major mechanisms whereby parents/carers will participate in the work of the school. The appropriate member of staff will deal with complaints by parents/carers promptly. The Code of Practice is seen as empowering staff, pupils and parents/carers to work closely together to achieve the objectives outlined above.

Raising Achievement Assistants supporting pupils with Education and Health Care plans are line managed by the SENCO and will be provided with a job specification and opportunities for appropriate in-service training.

Funds allocated to the school for special needs under the LEAs formula for the local management of schools have been identified and employed as considered appropriate by the Government Body.

The complaints procedures currently in force in the school apply equally to all pupils and parents/carers.

6.Admission Arrangements

At Swanshurst School we adhere to Birmingham's guidance on admissions and the school's admission limit. Admission is non-selective and the school adheres to the Disability Discrimination Act.

7.Learning Support Specialisms

Swanshurst School has many pupils who have a hearing impairment or a visual impairment. Specialist Services Teachers come to the school regularly to support these pupils. They provide technical help to pupils and also advise SST on any problems being experienced in school.

For pupils who are experiencing difficulties with vision, support is sought from the Specialist Support Team and from Education Mobility Service.

Many pupils come under the umbrella of Neurodiversity. Students with Autism are supported by the Communication and Autism Team. The SENDCO is the named Level 3 Autism lead for the school and is able to make referrals to the Neurodevelopment Pathway team for diagnosis where parents agree this is in the best interests of the child. Staff receive regularly updates information on how to support students with neurodiverse needs, including autism and dyslexia.

Swanshurst school employs a Speech and Language Therapist and a Speech and Language Technician for 10 full days per term to support students with Speech, Language and Communication Needs. The SALT also trains the Learning Support department on delivery of specialist language interventions to support students identified with SCLN needs. They also support the screening process for students with possible SCLN needs, diagnosing language difficulties such as development language disorder (DLD), as appropriate.

8.Allocation of Resources

The commitment to addressing the learning needs of all our pupils can be seen by the investment made in terms of time, staffing and resources. The school is committed to the provision of resources for children with special education needs. The importance of ICT and computers is acknowledged and are readily available within the Learning Resource Base.

Funding allocated to the school for special needs is used for staff salaries (including allowances), annual capitation, which is the responsibility of the SENDCO; the establishment and running of the Learning Support Base.

Staffing currently consists of the SENDCO, two assistant SENDCOs (a Level 4 RAA and a teacher) 8 teaching assistants, 1 learning mentors and a PA to the SENDCO.

The Learning Support Base situated in OLG1 and OLG2 and is specifically for pupils with SEND. It is a well-resourced base that is continually looking for ways to improve its delivery. Examples of resources to be found in this base are:

- Information for parents and staff

- Assessment materials
- Supplementary reading materials
- Resources to develop speech and language skills
- Literacy programmes, including reading, writing and comprehension
- Text books from various subject areas
- Bi-lingual texts
- Social communication resources
- Mindfulness resources

Pupils use these rooms for small withdrawal groups and one to one teaching. It is open at break times and lunchtimes for pupils to seek assistance and to do class work/homework.

Raising Achievement Assistants work under the guidance of the SENDCO in collaboration with subject teachers to support pupils with Education and Health Care plans (EHCP), SEND Support Provision Plans (SSPP) and students identified as requiring SEND Support. They meet with and monitor these pupils on a termly basis and gather information from subject teachers to inform reviews and ensure staff have up to date information on how to support and differentiate for these students in the classroom.

9. Identification, and Assessment; Record Keeping and Review

Parents, teachers and outside agencies can identify a pupil with special needs. It is important at this stage to get a complete picture of the child and prioritise their needs. These difficulties may be general, specific, emotional and behavioural, physical, hearing, visual, speech and language or medical. Assessment is ongoing throughout school in all departments and records of this are kept on SIMs. Reviews are termly as previously mentioned.

10. Induction Procedure

Prior to a child transferring from primary school to Swanshurst School, information is gathered including any details of learning support provision made to date, medical information and parent interviews. This gives valuable information, which allows the school to make provision for each individual. Additional induction days are held for Year 6 pupils who have additional needs.

On entry to the school, all pupils are assessed for reading. Where pupils have a standardised score of 85 or below, pupils will undergo further assessment using the Diagnostic Reading Assessment or other phonic skills assessments, depending on the area of reading need highlighted by the assessment. Students with no prior data will also take the CAT4 assessment to enable the school to identify areas of strength and challenge.

11. Assessment and Provision

Pupils receiving provision continue to have their reading, spelling and writing standardised scores monitored to ensure that progress is being made. Records are kept from Year 7 and compared.

Where necessary a range of assessment and diagnostic tools will be completed. The tests employed will depend on the age, maturity and the nature of the child's needs.

All SEND pupils in year 9 are screened and assessed for Examination Access Arrangements based on their history of need. The SENDCO holds the CPT3A qualification for carrying out these assessments and making the appropriate applications in accordance with the JCQ regulations.

When co-ordinating educational provision, pupils will follow the graduated approach as follows:

11.1 Pupils receiving SEND provision

When a child is identified as having special educational needs, the school will provide interventions that are additional to or different from those provided by the usual differentiated curriculum.

Information is collected from the class teachers, SENDCO, parents and any professionals working with the child in health or social services with the parent's agreement.

Provision might include:

- Different learning materials
- Special equipment
- Individual or group support
- Staff training in more effective strategies
- Adult time to plan interventions and/or monitor progress
- Occasional advice from LEA support teams

A one-page profile is drawn up and reviewed at least twice a year and will involve the pupil, parents and Learning Support staff.

Further details on provision for each area of need is found in the school SEND Information Report.

11.2 Education and Health Care plans

Students with Education and Health Care plans and SEN Support Provision plans are reviewed termly through multiagency meetings to support the SENDCO and agree provision for the term ahead. Other high focus students are also reviewed so that a decision to apply for an Education and Health Care plan can be made in timely fashion where appropriate. Team around the Child (TAC) meetings are arranged and attended as appropriate by agencies so that statutory paperwork can be completed as appropriate.

During the assessment period, the LEA seeks parental, educational, medical, psychological and social services advice. The LEA has 6 weeks in order to decide whether or not to assess. If the decision is made to assess, agencies provide information in support of the EHC so that the final decision to award can be made.

Parents have the right to appeal if they disagree with the final outcome.

When a pupil with a EHC reaches Year 9, a transition review takes place. The SENCO, parents, pupil and agencies will be invited to the review, where the short

term and long-term objectives are phrased to reflect the need to prepare the student for adulthood.

Records of all reviews, baselines/tests and one-page profiles are kept in the Learning Resource Base. Current one-page profiles are available via the secure log-on on the school website. These are discrete documents and are used appropriately.

12. Integration Arrangements

The school aims to provide equality of opportunity and access to the national curriculum in a caring and secure environment. The school recognises that pupils have a rich and diverse range of strengths and needs, and where possible, should be educated in a mainstream school, providing the appropriate support, advice and resources are available. All pupils are included in all school activities and access the full range of educational and social opportunities that are available to their peers.

13. Success Criteria

This policy is reviewed annually. Copies are available via the SEN representatives, the school website and from SENDCO in the Learning Support Base. The success criteria for this policy and procedures are:

- Fully operational and informed data base
- Pupils working to their full potential with relevant support
- Pupils and parents get a consistent approach to SEN provision in school.
- Increased awareness and understanding of the school's roles and responsibilities including all staff.

14. Parental Involvement

Good communication is vital between home and school. Parents are consulted regularly and are encouraged to come forward at the earliest opportunity if they have any concerns. Letters informing parents of review dates are sent home and if a parent is unable to attend other times will be arranged at mutual convenience. Parents are invited to discuss their child's targets on the one-page profiles. An informal welcome meeting is arranged for parents of Year 7 pupils on the SEN database during the Spring Term. Parents are encouraged to support and reinforce learning programmes and the school's standards of work and behaviour. Copies of the SEN policy are available for parents from the Learning Support Base and a list of support services and other voluntary organisation are available from the School's SEN handbook. In addition, at each year group parents' evenings, a member of the SEN team is available to discuss any concerns, which parents may have.

The SEND Information Report is also available on the school website along with links to the Birmingham Local Offer website.

Information to parents can be provided in a number of different languages when requested.

15. Complaints Procedures

Should there be any occasions when parents/guardians feel the need to express concern for any reason then the following procedure should be followed: In the

first instance please contact Mrs. Hanvey, SENDCO, to discuss concern.-who will do their best to resolve any difficulties that may arise.

If it is not possible to resolve concerns at this level, then please put your concerns in writing to Mr M Dunn, Head Teacher, with a copy to the link Governor, Ms Tynsley so that this can be addressed to the school.

Failing to reach a solution at this level, parents/guardians may wish to voice their concerns, in writing, to the Chair of Governors via the school.

If no satisfaction is reached then concerns should be directed to the Minister of Education at the Houses of Parliament.

16. Inclusion Support

The school aims to foster positive working relationships with outside support groups including the Health Services, Social Services and LEA supporting bodies. Regular weekly meetings are held with Pupil and School Support Services and when necessary, the Educational Psychology Service. Links are formed with specific areas of the Health Authority depending on a child's needs such as the School Nurse and the Speech and Language Department based at the local clinic.

At present the school works with a series of outside agencies including:

Pupil and School Support
Communication and Autism Team
Educational Psychologist
Speech and Language Team
Sensory Support Team
Physical Disability Team
CASS
School Nurse
Physiotherapists
Occupational Therapists
Parent Partnership
Behaviour Support Services
Primary Mental Health Community Worker
Cluster Home School Liaison Officer

Information about procedures for involving outside agencies is available on the SEND Information Report. The SENDCO usually takes the lead role in liaison with agencies specifically for SEND and works alongside the pastoral team where other agencies such as social services are required.

An Accessibility Plan has been drawn up under the guidance of the Success for Everyone and is reviewed annually.

The Deputy Head Teacher and Heads of Year work closely with Behaviour Support to share provision, where necessary, for some pupils. The Deputy Head Teacher oversees this provision. IEPs and Target Reports are formulated between the Head

of Year, parents and pupils and are reviewed regularly. The SENDCO is informed of pupil inclusion or deletion from the database.

17. Links with Other Schools

Links are maintained with feeder primary schools and information is gathered concerning pupils entering Swanshurst. The SENDCO attends annual reviews for Year 6 pupils with an EHCP of special educational need.

18. Experience, Qualifications and In-Service Training

Provision for CPD is in line with the School Development Plan and performance reviews. All information on in-service courses is passed to the SENDCO can then attend relevant meetings and disseminated appropriate information to staff.

All members of the Learning Support Department are encouraged to attend regular CPD as previously mentioned and attend training dealing with varied aspects of SEND. They are then asked to disseminate this information to staff.

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