

SEN Policy and Local Offer

Welsh House Farm Community School and Resource Base



“Inspired to grow and flourish”

Approved by
Governors

Last reviewed
on: July 2023

Next review due
by: July 2024

Welsh House Farm Community School and Resource Base

POLICY FOR SPECIAL EDUCATIONAL NEEDS

Welsh House Farm is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

SEN Governor – Sewa Abdullah

Please read alongside the following policies:

Equal Information and Objectives Policy

Accessibility Plan

Medical Conditions Policy

Teaching & Learning Policy

Inclusion Policy

At Welsh House Farm Community School & Cognition and Learning Resource Base, we believe all children are special. We acknowledge and foster areas of strength and work with these to maintain and raise children's self-esteem, which is paramount to success. Our aims are the same for all pupils including those with special educational needs, whether in the mainstream or Resource Base. Therefore, all children are admitted in accordance with the general admission policy of the school. **Places in the Resource Base are commissioned and allocated by the Special Educational Needs Assessment and Review Service (SENAR)**

Our school endeavours to provide a broad and balanced curriculum for all children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning which means they have special learning needs that require particular action by the school.

A child or person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 settings.

Where this is the case, teachers make provision to support individuals or groups of children to enable them to participate effectively in all curriculum and assessment activities. Such children will need additional or different help from that given to other children of the same age. At Welsh House Farm, we ensure appropriate formal plans; staffing and funding are in place for pupils with individualised and specific identified needs.

A child with special needs may need extra or different help at school or home because of a range of difficulties that come under the four identified broad areas of need according to the SEND Code of Practice (2015) which are:

- **Communication and Interaction** - This will include pupils with difficulties with speech and
- Language motor and processing difficulties. This may also include children with Autistic Spectrum Condition (ASC)
- **Cognition and Learning** - This will include pupils who have difficulties processing and retaining information or have specific conditions such as Dyslexia, Dyscalculia or Dyspraxia
- **Social, Mental and Emotional Health** - This will include pupils who for a variety of reasons are experiencing difficulties and behaviour that may reflect underlying mental health difficulties such as anxiety or depression. It may also include pupils who find it difficult to control their behaviour as a result of Attention Deficit or Attachment disorders
- **Sensory and /or physical** – This will include pupils who have a disability, which prevents or hinders them to access School. These may be hearing and/or visual impairment, or a physical disability, such as Cerebral Palsy, Muscular Dystrophy, Brittle bones and others

* It should be noted that some children will have needs in more than one area

All teachers are teachers of children with special educational needs.

The Class Teacher holds the overall responsibility and accountability for the progress of ALL children.

Children may have special needs either throughout or at any time during their school lives. This policy ensures that the curriculum planning and assessment for children with special educational needs –including behaviour difficulties, takes into account of the type and extent of the difficulty or disability experienced by the child.

AIM:

We aim to ensure that special educational needs are identified early, assessed and that reasonable adjustments are made and effective provision is put in place so that all children can be successful, work to their full potential and enjoy all the learning opportunities on offer.

Objectives:

- To provide an adaptive curriculum with inclusive and secure classroom environments
- To provide a suitably adapted curriculum taking into account the individual learning needs and abilities of each pupil. which will ensure children can achieve success, independence and make good progress
- To create a stimulating and secure environment to meet individual needs
- To provide a fully inclusive environment where all children have access to the whole curriculum and school life
- To enable children to develop a positive self-image and sense of self worth

- To devise individual support plans (ISPs) for children with needs additional to or different from those provided as part of an adapted curriculum
- To support staff, all of whom share the responsibility for teaching SEN children, by providing advice and training as appropriate
- To foster good home-school liaison and to involve parents/carers as partners in each stage of the education of their children
- To work closely with outside agencies such as Pupil School Support Service (PSSS), Speech and Language Therapists (SLT), Behaviour Support Service (COBS), Educational Psychology (EP) Service and Occupation Therapy (OT) Services, Communication and Autism Team (CAT).
- To ensure that our children have a voice in their education and are encouraged to participate and contribute to the assessment of their needs, the review and transition processes.

INCLUSION:

We want our children to feel valued and endeavour to provide a curriculum and ethos, which removes barriers to learning and ensures participation by acknowledging that children:

- Have different educational and SEMH needs and aspirations
- Acquire, assimilate and communicate knowledge at different rates
- Need a range of different teaching approaches and experiences and have different preferred strategies for learning

Teachers respond to these needs by:

- Providing an appropriately adapted curriculum which takes account of all abilities, disabilities and barriers to learning including EAL and gifted and talented children
- Planning to develop children's understanding through the use of all available multi-senses and experiences
- Planning for children's full participation in all aspects of learning, physical, practical and social activities
- Supporting and teaching children about how to manage their behaviour and emotions in order to take part in learning effectively and safely and to interact with each other appropriately

Management of Special Educational Needs:

RESOURCE BASE:

- The Resource Base currently accommodates up to 12 children between the ages of 4-11 years with Educational Health Care Plans, with cognition and learning difficulties as a primary area of need. Children may also have secondary needs such as speech language and communication difficulties including being on the autism spectrum or physical difficulties.
- All children have access to an appropriately adaptive (inclusive) and adapted (individualised) curriculum with specific learning programmes put in place as required in order to meet the provision requirements set out in their EHCPs. The children work at the appropriate level as outlined in their Educational Health Care Plan outcomes and not necessarily according to their age.

- 'Small Step' objectives are implemented for both English and Mathematics as appropriate. Progress is tracked, monitored and recorded using the Birmingham SEN Toolkit Tracker.
- The Resource Base has a dedicated Teacher and a team of teaching assistants.
- Children integrate into their mainstream classes as appropriate and dependent on their individual needs.
- Integration is monitored and evaluated regularly by the Resource Base Teacher, SENDCo and mainstream staff. Opportunities for further integration are explored in consultation with the Head Teacher.
- External agencies are available to carry out observations, offer recommendations, advice and written reports, attend annual reviews and support transitions where appropriate.

Mainstream children with Special Educational Needs including SEMH:

At Welsh House Farm School is situation in an area of significant deprivation and one that has a high percentage of mobility and pupils eligible for pupil premium and free school meals.

Provision for children with special educational or SEMH needs is a matter for the whole school.

Individual Support Plans (ISP) for Learning form an integral part of day to day planning within the classroom and the curriculum is differentiated accordingly. Where pupils are working below age related expectations (ARE) in English or Maths the SEN Toolkit Tracker will also be used to inform planning.

English as an Additional Language (EAL)

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught. EAL children at the early stages of learning English will need additional support provided within their classroom setting.

If after 2 terms, the child is still having difficulties in accessing basic skill curriculum areas then it may be necessary to assess the child for special educational needs. Teaching assistants are employed in each year group who are able to support our children with English as an additional language. The interventions carried out in each year group are flexible and provided to meet the needs of the individual pupils in the cohort.

The Graduated Approach:

The school's assessment arrangements (refer to Assessment Policy) will be used to identify children who are not making good progress and this will be looked at in the context of a broad picture of the child's strengths, weaknesses and responses to different learning experiences.

The key factor in deciding if there is a need for the child to be placed on the SEN register is whether despite having received appropriate adaptive and adapted teaching within the classroom, the rate of progress and level of attainment the child is making is inadequate. This will mean that it is necessary to take action to support the child and enable them to learn more effectively.

At this point, for identification of cognition and leaning needs the class teacher will fill out the Birmingham SEN Toolkit Tracker and discuss with the SENDCo suitable provision,

interventions and assessments. Detailed records are kept on all children with SEN in order to demonstrate their personal rate of progress.

The SENDCo monitors the online Toolkit to track and monitor the progress of children on the SEN register and uses the SEN Funding as appropriate to inform the writing of formal plans, SEND Support Provision Plans (SSPPs) and EHCPs and the associated annual reviews that follow.

A range of performance indicators are used to identify pupils with S.E.N

- Foundation Stage Profile
- Phonic Screening
- Wellcomm (S&L)
- High Frequency Word tests
- Speech and language assessments
- Curriculum assessments
- Intervention monitoring sheets
- Behaviour/emotional factors
- Information shared by parents

The strategies to support pupil's needs at the Targeted and Specialist levels are set out in the pupil's individual support plans (ISP) which outlines clear Specific, measurable, Achievable, Relevant, and Time-Bound (SMART) targets.

Termly provision mapping and Pupil Progress Reviews record and monitor the type and range of interventions in place and this is monitored throughout the year. These processes ensure each child is accessing the support appropriate to their needs, which may have been recommended by outside agencies. Through continuous assessment, the success of this support is monitored and evaluated.

Class teachers are responsible for raising concerns about any child's learning, rate of progress or attainment by filling in the school's 'Initial Concerns Form'.

Stages of SEN support

TARGETED:

The triggers for support and delivery of intervention at the targeted level will be concern, underpinned by evidence, about a child who despite receiving quality first teaching (QFT) makes:-

- Little or no progress
- Shows signs of difficulty in developing literacy or maths skills which result in below average attainment
- Presents persistent emotional or behavioural difficulties which are not impacted by the class behaviour management techniques following school policy
- Has sensory or physical difficulties, and continues to make little progress despite provision of specialist equipment
- Has persistent communication or interaction difficulties

SPECIALIST:

The triggers for support and delivery of intervention at the specialist level will be that, despite receiving support at the Targeted level, over a period of at least 2 terms, the child:

- Continues to make little or no progress in specific areas
- Continues working substantially below age related expectations
- Continues to have difficulty in developing Speech and Language, literacy and maths skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class, despite having an ISP
- Has sensory or physical needs, and requires additional specialist equipment or regular advice/visits from specialist services
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The action to support pupil's needs falls within four strands:

- Asses, plan, do and review – (the graduated approach)
- Grouping for teaching purposes
- Additional human resources
- Curriculum and teaching methods

Intervention and support strategies at Targeted and Specialist levels of Provision

TARGETED provision	SPECIALIST provision
Assessment, Planning, Implement & Review	
<ul style="list-style-type: none"> • Assessment by class teacher • ISP SMART targets set by class teacher & SENCo • Termly reviews with parents & child as appropriate 	<ul style="list-style-type: none"> • External agency involved in assessment and planning of ISP targets. • Clear new SMART targets set and reviewed at agreed intervals with external agency • Regular reviews with parents & child as appropriate
Grouping for teaching purposes	
<ul style="list-style-type: none"> • Pupil in classroom setting with flexible grouping arrangements • Some 1:1 or small group work provided 	<ul style="list-style-type: none"> • Pupil predominantly based in classroom, flexible grouping arrangements as appropriate to include specifically recommended one to one or group learning intervention programs recommended by outside agencies. • Direct additional support from class teacher and TA
Human Resources	
<ul style="list-style-type: none"> • Main provision by class teacher • SENCo involved in assessment and target setting • Some support from TA in class -1:1 or small group work 	<ul style="list-style-type: none"> • Main provision by class teacher • Some direct support from additional adults, including involvement of outside agencies • Additional 1:1 and small group support for explicit instruction
Curriculum and teaching methods	
<ul style="list-style-type: none"> • Adapted teaching and learning approaches in class • Specific skill development related 	<ul style="list-style-type: none"> • Increased emphasis on adapted curriculum approaches • Specific individual programmes to support

to ISP	targets with access to specialist learning materials e.g. precision teaching <ul style="list-style-type: none"> • Recommendations by external agencies put into place by class teacher. • Use of technology to support SEND needs
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A request for an Education Health and Care Plan (EHCP) may be made if a child has demonstrated significant cause for concern at Specialist level, despite a range of specialist programmes, scaffolding and adapted teaching approaches being implemented over a sustained period.

This process involves additional input from relevant external agencies and with parental support. The school will need to provide extensive evidence of implementation of the graduated approach in order for an Education, Health and Care Needs Assessment (EHCNA) request to be submitted to SENAR. It is vital that all records and procedures are in place, otherwise this can hinder the process considerably. In some cases, a SSPP is an appropriate alternative option instead of an EHCP.

Children with Educational Health and Care Plans:

All children with an EHCP will have short term targets set for them that have been established after consultation with parents, the child, teachers and TAs and external agencies. These targets will support progression towards achievement of the long-term objectives outlined in the EHCP. The delivery of interventions and provision outlined in the EHCP (except for that stated that it is to be delivered by outside agencies) will continue to be the responsibility of the class teacher, overseen by the SENDCo.

All EHCPs must be reviewed annually with the involvement of class teacher and teaching assistants, parents, the pupil, SENDCo and other professionals involved as appropriate. At the annual review it will be decided whether any changes need to be made to the plan. The annual review focuses on what the child has achieved, the progress made towards achieving their targets, as well as being an opportunity to make amendments including set new targets in order to address any difficulties that need to be resolved.

A change of placement may be requested at this stage if parents and professionals are in agreement that this would be in the best interests of the child.

Complaints about SEN Provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. If this does not resolve the issue the SENDCo will become involved. If further intervention is required or requested, parents will be issued with a copy of the school's Complaints Policy. Should parent's wish to take the matter further, the Head Teacher would become involved.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEN

Parent Partnership Links/Complaints

SENDIASS (Special Educational Needs Information and Advice Support Service), is a body that is independent of school and can offer parents support and advice. They may be able to sign post you to other supporting agencies. They will support independently if there is a dispute between school and/or the local authority and other services. School encourages this relationship and will work with families and supporting organisations to find solutions and resolve any problems or disputes.

The Parent link service can be found at:

parentlinkservice@birmingham.gov.uk or 0121 303 8461

Year 6 to Year 7 Secondary School Transition

At the Year 5 annual review, clear recommendations are given as to the type of provision the child will require at secondary school. Outside agencies can support parents in making decisions about the transition process. Parents are encouraged to visit a range of schools and to consider appropriate options.

The SENDCo and class teacher will discuss the specific needs of SSPP and EHCP children with the SENDCo of the child's secondary school.

Transitioning pupils will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

Where possible, children will visit their new school on several occasions, and in some cases staff from the new school will visit your children at primary school.

Information about the new school, general resources about moving from primary to secondary school, appropriate to the child's level of understanding, will be used to support pupils in the final half term of Year 6 at Welsh House Farm.

Partnership with parents/carers:

The school works closely with parents and carers to support children with SEN. We share information and report on progress through regular, ongoing dialogue with parents/carers through meetings, phone calls, reviews and email. We actively encourage parents to come into school and provide many opportunities including parent's evenings, celebration assemblies and workshops.

We consult parents/carers and seek permission for any external agency support. We share the process of decision making to provide the most appropriate and effective provision for their child to succeed. The SENDCo, DSL and school pastoral team assist in liaising with external services particularly regarding Health and Social Care and attendance matters.

Pupil Participation:

All pupils on the SEN register have a one page profile, outlining how best to support and communicate with them, how to support learning and sharing their views and interests. In our school we encourage children to take responsibility and to make decisions. Children are involved at an appropriate level in setting their own targets in their ISPs and review meetings. Children are encouraged to make judgements about their own performance against ISPs targets and similarly in SSPP and EHCP annual reviews

The role of the Governing Body:

The Governing Body gives due regard to the Code of Practice for special educational needs and ensures appropriate policy and procedures are followed. The Governing Body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. They meet regularly with the SENDCo for updates and feedback on the current needs of the school.

The SEN Governor will:

- Help to raise awareness of SEN issues at governing body 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 SEN policy and provision within the school

Links with external agencies/organisations:

The school recognises the important contribution that external support services make in identification, assessment and provision for SEN pupils.

When it is considered necessary colleagues from the following support services will be involved:

- Educational Psychologist
- Speech and Language Therapist
- Occupational Therapist
- Pupil School Support (PSS)
- Behaviour Support Team (Forward Thinking Birmingham)
- Communication and Autism Term (CAT)
- Health Services including the school nurse and community paediatric teams
- Social Care
- Community Consultant Paediatrician
- Special schools-Outreach service (SSOS)
- Physical difficulties team

Available Resources:

- Speech and Language materials
- Supplementary reading, phonic, spelling and handwriting programmes
- Games to support key Maths, English and Social Skills
- Fine and Gross motor resources as recommended by the OT
- Sensory regulation equipment
- Mathematics manipulatives and resources
- TIAAS resources (see separate policy) for emotional support strategies
- See and Learn – teaching programmes to support children with Down syndrome

Interventions

- Talk Boost KS1 - helps children improve their speaking and understanding
- Time to Talk - A Programme to Develop Oral and Social Interaction Skills for Reception and Key Stage One
- WellComm - a speech and language toolkit
- Turnabout – supports with memory for those who have not responded to literacy or numeracy based interventions
- Precision Teaching - for monitoring the progress of a child or young person who is having difficulty acquiring and maintaining educational skills

- Word wasp and word hornet – to meet the needs of students with moderate to severe reading and spelling problems, including dyslexia
- Plus 1 and Power of 2 – mathematics interventions delivered through one to one coaching
- Friends Resilience - cognitive behaviour therapy (CBT) based programs, endorsed by the World Health Organisation to support mental health and well-being

Record Keeping:

The school keeps detailed records of formal plans, interventions and the steps taken to meet pupil's individual needs. In addition to the usual school records, the pupil's individual profile stored on the Staff Shared area and on paper in the SEN cupboard, includes:

- School tracking on academic progress and behaviour
- Current and reviewed ISP/SSPP/EHCP
- Intervention overviews and monitoring sheets
- Pupil's own perceptions of their strengths and difficulties – one page profiles
- Information and reports from external agencies
- Information from any previous school(s)

In each mainstream classroom, there is an Inclusion folder with copies of reports or assessments from outside agencies and any formal plans.

A paper copy of the SEN Toolkit continuums are kept inside pupil's exercise books and progress is updated termly on the online SEN Toolkit Tracker.

SUCCESS CRITERIA

The success of the S.E.N Policy can be measured by these criteria:

- ❖ Children with special educational needs including SEMH needs, are identified as early as possible.
- ❖ The provision made for those children is appropriate to their needs.
- ❖ The amount of identified time available to support SEND pupils and the number of planned programmes of intervention and support.
- ❖ All children have a positive attitude towards themselves and their work and feel a sense of achievement
- ❖ All teachers differentiate tasks appropriately and planning reflects targets and strategies
- ❖ Targets and Outcomes are measurable and appropriate.
- ❖ Evidence that shows children make **good personal progress** and achieve individual targets
- ❖ Staff are familiar with the S.E.N policy and liaise with the SENDCo on a regular basis
- ❖ Parents/Carers are consulted and kept informed at all stages in an open, sensitive manner the proportion of parents attending or contributing to reviews and consultations, making contact and sharing information with school.

- ❖ SEN pupils are involved in the assess, plan, implement and review cycle.
 - ❖ Pupils are integrated effectively into mainstream classes
 - ❖ Positive links are formed with outside agencies and recommendations are implemented.
 - ❖ The budget allocated to SEND by the Governing Body and its expenditure;
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- ❖ INSET time allocated to staff development with reference to special educational needs
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- ❖ staff fulfilling the expectations of the school in carrying out procedures for special needs and producing the necessary
 - ❖ paperwork e.g. ISP reviews, intervention monitoring sheets, background information for outside agencies
 - ❖ **Analysis of the SEND register pupils and Resource Base data will be provided for different groups (e.g. pupil premium, free school meals)**
 - ❖ **Resource Base data will be provided and analysed in addition to the mainstream.**

Reviewed July 2023 by R. Floyd (SENDCo)

Next review – July 2024