



## Birchfield Independent Girls School

### **POLICY FOR SPECIAL EDUCATIONAL NEEDS**

Birchfield Independent Girls School recognises and enrolls pupils with Special Educational Needs and Disabilities (SEND) based on the school's ability to meet their needs. If given admission to the school, SEND pupils are the responsibility of all of our staff.

Our school Additional Learning co-ordinator is Miss Saba Khalid and our SEND co-ordinator is Mrs Asma Boodi.

The co-ordinator's role is to manage intervention strategies and deploy support staff, outside agencies, teaching and learning resources and be on hand to support pupils, parents and colleagues in all matters relating to SEND.

#### **INTRODUCTION**

We celebrate and value the abilities of all our pupils. To provide a broad balance curriculum and comply with the Code of Practice 2014.

#### **AIMS AND OBJECTIVES OF THIS POLICY**

We value diversity and seek to identify pupil's needs early to minimise barriers to pupils learning and participation. We aim to:

- Provide a happy, safe nurturing environment and value the abilities of all our pupils
- Promote high levels of achievements for all
- To be committed to the principles of Inclusion, irrespective of age, ability, gender, ethnicity,
- gender, disability or special educational needs
- The school is committed to meeting the needs of children with English as an additional
- Language, whilst being clear that EAL is not SEN or a Learning difficulty
- The school acknowledges that children with EAL sometimes have additional needs in terms
- of assessing the language used by staff and peers
- Provide planned strategies for the identification, of all pupils requiring special educational
- needs provision as early as possible
- To use a graduated response to identify, assess, monitor provision and regularly review
- pupil's progress and needs
- Provide training for all staff to achieve a high level of staff expertise to meet pupil needs

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY**

- Involve Parents in a partnership of support at all stages of their children’s development
- Collaborate with other professionals and support services.

### **PRINCIPLES OF INCLUSION**

We endeavour to make every effort to achieve maximum inclusion for all our pupils, whilst meeting pupils, individual needs. This policy recognises that all pupils whatever their special educational needs, receive appropriate educational provision. The SEND policy is committed to providing Quality First Teaching that is fully inclusive. The Governing Body will ensure that the appropriate provision will be made for all pupils with SEND.

### **DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

“Children have a learning difficulty if they have a significantly greater learning difficulty than the majority of children of the same age or have a disability which prevents or hinders them from making use of educational facilities”.

There are four areas of need as stated in the SEND Code of Practice, 2014.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental and Health Difficulties
- Sensory and or Physical

BIGS recognises that pupils at school with medical conditions should be properly supported to have full access to education delivered under the SEND Code of Practice 2014.

### **HEALTH AND WELFARE**

**WE CONSIDER THE NEEDS OF THE CHILD WHICH MAY ALSO IMPACT ON PUPIL PROGRESS:**

- Attendance and punctuality
- English as an additional language
- Being in receipt of the Pupil Premium

### **MANAGEMENT OF SEND IN SCHOOL**

Provision for pupils with special educational needs, is every teacher’s responsibility. The SENCO is responsible for overseeing the daily operation of this policy, coordinating provision for children with special educational needs. Liaising with and advising teachers. Managing Learning Support Assistants. Overseeing the records of all children with SEND, in conjunction with the class teachers, contributing to the in- service training of staff. Liaising with external agencies. Including the LA support and Educational Psychology services, Health and Social Services and voluntary organisations.

## **IDENTIFICATION AND ASSESSMENT**

We use a number of indicators for special educational needs such as:

- SATs result
- Reading and Spelling ages
- Annual and termly pupil assessments
- Follow up from teacher's concerns
- Tracking pupil's progress over time
- Information from previous schools on transfer
- Information from other Services

The School advocates a "Graduated Response" as described in the SEND Code of Practice 2014, to meeting pupil's needs – Assess, Plan, Do, Review cycle.

## **TARGETS AND ACTION PLAN**

The SENCO maintains a list of pupils identified through identification and assessment by the class teachers each term. This enables pupils' needs to be met as soon as possible. This list is reviewed each term when a detailed analysis of the list takes place.

If progress is not made or specific barriers to learning are identified by the class teacher. This will be discussed each half term at the pupil's progress meeting and the pupil's profile is monitored and reviewed.

Once identified, children's needs will be addressed through planned strategies are put in place by the class teacher. These strategies will be recorded and reviewed at least termly. If after the review phase, progress has not been rapid to meet the identified targets, children may be offered interventions additional to the school differentiated curriculum. The SENCO will support the class teacher to plan appropriate interventions.

These interventions may be small group in class support, or may be delivered by the class teacher and SENCO outside the class.

If the needs of the child are significant or not addressed by interventions, there will be a need to make further assessments and plan for 1:1 interventions that can specifically address the child's learning needs. The child will be named on the SEND list.

A Pupil Support Plan will be written in conjunction with parents outlining long term and short term objectives and provision to meet those targets using assess, plan, do, review cycle 1:1 interventions are carefully planned by the class teacher and reviewed by the SENCO. Parents are updated regularly by the class teacher at the Pupil Support Plan meeting.

If the support planned interventions do not allow the child to make sufficient progress. The school will consult the parent to request support and advice from external specialists. These specialists would inform another Assess, Plan, Do and Review.

## **REQUEST FOR STATUTORY ASSESSMENT**

If the school decides after consultation with parents, that a pupil require additional support to

make progress The SENCO will apply to the LA for an Education Health Care Plan {EHCP replacing Statements}.

If the Panel agrees to proceed with a Statutory Assessment, the SENCO, EP and other professionals will prepare further documentation about the child, which is sent to the LA Special Needs Department, to decide whether to issue a EHC Plan. A Statutory Assessment might also be requested by a parent or an outside agency.

The EHC Plan will include details of learning objectives for the child. The class teacher will be responsible for planning and delivering individualised programmes. The EHCP must be formally reviewed at least annually. These will be used to develop targets that are established through parental / pupil consultation, set out in an action plan.

The aim of the EHCP review is to assess the pupil's progress in relation to the objectives on the EHC Plan.

- Review the provision made to meet the pupil's need as identified in the EHC Plan
- Consider if the EHC Plan is appropriate in relation to the pupil's performance during the year

Within the time limit outline in the Code the SENCO will complete the annual review forms and send it with any supporting documentation to the LA.

If once an EHCP is made and the school considers it does not have the appropriate resources and provision to meet the SEND pupil's needs then the school will support the parents / carers of the child to find an alternative appropriate school / learning facility.

The SEND File includes:

- A list of children at each stage of SEND
- Analysis Sheet for those on Additional Needs
- SEND Support Plans
- A section for each child's EHC Plans and Provision Maps
- These files are shared with the Support Assistants.

### **Pupil SEND Files**

These files contain everything that concerns that child, including Provision Maps, IEPs, reports from outside Agencies. The class teacher will be given a copy of reports as needed, which is kept in the child's folder in class.

### **PARTNERSHIP WITH PARENTS**

We aim to promote a culture of co-operation with Parents, schools, LEAs and others. We will do this through:

- Ensuring all parents are made aware of the school's arrangements for SEN including the opportunities for meetings between parents and SENCO
- Involving parents as soon as a concern has been raised. This may be done at a parent consultation or by personal appointment with the class teacher
- Providing access to the SENCO to discuss the child's needs and approaches to
- Supporting parents' understanding of external agency advice and support

- Undertaking annual Reviews for children with EHCP Statements of SEND.

During parent/teacher meetings, teachers will discuss any concerns there are and any targets that have been set.

When a child is on the “Additional Needs” stage, it is at the teacher’s discretion as to if/how the concern is passed on to the Parent but if the Parent is informed then there must be an explanation of what the school is going to do to support the child and what the parent can do to help at home. If the child has a provision map, then the parent should be shown it and the provision being used explained. Targets that are set should be shared with the parent too. If the child has an IEP then the Parent must be invited to an IEP meeting where the needs of the child are discussed and targets are drawn up together, so that the Parent knows what is expected of the child, in school.

Parents are sent written invitations to meetings, including Annual Review Meetings.

## **INVOLVEMENT OF PUPILS**

BIGS recognises that all pupils have the right to be involved in making decisions and exercising choice. Whenever it is appropriate all pupils are involved in monitoring and reviewing their progress.

## **COMPLAINTS**

Where a parent of a child with SEND wishes to complain about the provision being made for their child’s needs, the school respects their right to make these representations. In the first instance, parents are asked to refer their enquiry to the class teacher and try and come to a solution without the need for a formal process.

If this does not resolve the parent’s concerns, they should refer to the general complaints policy procedure.

## **ROLES AND RESPONSIBILITIES**

The Special Needs Coordinator (SENCO)

- Oversees the day-to-day operation of the school’s SEND policy
- Monitoring data to identify SEND children and report back to the head teacher throughout
- the year during informal meetings every term and a written yearly report
- Co-ordinating provision for children with special educational needs.

**This document was produced in December 2020 and is due to be reviewed in December 2021.**

Signed (Chair)..... Date.....

Print Name..... Date of next review.....

Head Teacher.....

PDSen – Special Educational Needs

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