

Special Educational Needs and Disabilities Policy

Next Review October 2027

Our Vision

At Cotteridge Primary School our ethos is one of care, support and respect. We build this ethos around a curriculum which challenges and stretches children whilst still understanding their individual needs. At our school we believe that meeting every pupil's needs is a shared responsibility and are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils, accounting for and adapting to pupils' needs and abilities. We believe that it is our responsibility to enable children to become independent and confident.

Our school provides a broad and balanced curriculum for all children. The national curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to pupil's needs. Some children may have barriers to their learning that mean they could potentially have special educational needs and require particular action by the school.

In the first instance, teachers will take account of these requirements and make ordinarily available provision, to support pupils or groups of children to enable them to participate effectively in curriculum and assessment activities. At times children may need additional or different support from that given to other children of the same age.

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

This policy complies with the statutory requirements laid out in the SEND Code of Practice (2015) and has been written with reference to the following documents and legislative frameworks:

- Children and Families Act (2014)
- The SEND Code of Practice: 0 to 25 years (2015).
- The Quality Act (2010): advice for schools DfE (2013)
- The Special Educational Needs and Disability Regulations (2014) SEN and Disability Regulations 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards (2012)
- Ofsted Framework
- The Birmingham Local Offer https://www.localofferbirmingham.co.uk/
- Ordinarily Available Guidance :https://www.localofferbirmingham.co.uk/wpcontent/uploads/2024/04/Ordinarily-Available-Guidance.pdf

Definitions of Special Educational Needs & Disabilities (SEND)

A child has SEN 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 has a learning difficulty or disability if they:

- ***have a significantly greater difficulty in learning than the majority of others of the same age;***

or

- ***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.***

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught (English as an additional language).

1. Aims and Objectives

We aim to provide every child at Cotteridge Primary School with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.

We then frequently monitor the progress of all pupils to aid the identification of pupils with potential SEN needs. Monitoring of pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.

Appropriate provision to overcome barriers to learning and ensure pupils with SEN have full access to the National Curriculum within the classroom is made and using the ordinarily guidance.

Work with parents is crucial to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress through SEN reviews and both formal and informal meetings.

Working with outside agencies when pupils' needs cannot be met by the school alone is essential. These services include:

Pupil and School Support (PSS)	Educational Psychology Service (EP)
Communication and Autism Team (CAT)	Occupational Therapy (OT)
Child and Adolescent Mental Health Service	Speech and Language Therapists (SALT)
Learning Mentors	Counsellors

2. Responsibility for the coordination of SEN provision

· The person responsible for overseeing the whole school provision for children with SEN is Jason Willetts (Headteacher)

· The person co-ordinating the day-to-day provision of education for pupils with SEN is Danielle Timmins (SENDCO)

· The appointed governor for SEND is Sarah Charlton who plays a vital role in ensuring SEND stays prevalent on the governing body agenda.

3. Arrangements for coordinating SEN provision

The SENDCO will hold details of all SEN records for individual pupils.

All staff can access:

· *The School SEND Policy.*

· *A copy of the full SEND Register.*

· *Guidance on identification of SEN in the Code of Practice*

· *Information on individual pupils' special educational needs, including one-page profiles and individual target plans. Every class has a SEND folder in which is regularly updated.*

· *Practical advice, teaching strategies, and information about types of special educational needs and disabilities is regularly shared through continuing professional development for staff.*

· *Information is available for staff through Birmingham's SEND Local Offer*

4. Admission arrangements

Please refer to the information contained in our school prospectus and our admissions policy.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

5. Specialist SEN provision

At Cotteridge Primary School we are committed to whole school inclusion. In our school we support children with a range of special educational needs. When needed will seek specialist SEN provision and training from outside agencies/services where necessary.

6. Facilities for pupils with SEN

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more specific details and information.

7. Identification of pupils needs

As stated within the Code of Practice (2015) and within the Birmingham Local Offer a graduated approach towards special education needs is necessary more information can be found here: https://www.localofferbirmingham.co.uk/send-support-and-information-2/the-graduated-approach/#tab_who-decides-what-sen-provision-my-child-needs?



High quality/adaptive Teaching

High quality/adaptive teaching is a continuous process of understanding and responding to the needs of children and young people in all our school. Essential to this is adapted, scaffolded, and personalised approaches to teaching and learning that meet the individual needs of children and young people including those with SEND.

a) Any pupils who are falling significantly outside of the range of expected progress in line with will at first be monitored.

b) If a pupil has been identified as possibly having a SEND need they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

c) The child's class teacher will take steps to provide adaptive learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the in-class provision and teaching style that needs to be applied.

d) The SENDCO will be consulted as needed for support and advice at this stage and may wish to observe the pupil in class.

e) Through (b) and (d) it can be determined which level of provision the child will need going forward.

f) If a pupil has recently been removed from the SEN register, they may also fall into this category as continued monitoring will be necessary.

g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

h) The child is recorded by the school as being under observation due to concern by parent or teacher, but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parent's evenings.

i) Parent's evenings are used to inform parents of the progress being made by children.

SEN Support

Where it is determined that a pupil does have SEND needs, parents will be formally advised of this and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND needs is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process as shown above.

The graduated approach is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment.

This process which is usually requested by the school but can be requested by a parent will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken after consultation with parents, teachers and other professionals involved.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

· Parents

· Teachers

· SENDCO

· Social Care

· Health professionals



This is known as a team around the child meeting (TAC).

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a panel of professionals from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about can found via the SEND Local Offer - https://www.localofferbirmingham.co.uk/education-health-and-care-plan/what-is-an-ehcp/

Education, Health and Care Plans [EHC Plan] information continued:

a. Following Statutory Assessment, an EHC Plan will be provided by Birmingham City Council, if it is decided that your child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

8. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the provision provided by the school as is necessary and as far as possible, taking account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child's parents for other flexible arrangements to be made for example: part-time timetables and interventions if necessary.

Regular training and learning opportunities for staff about SEND and adaptive teaching are planned. Staff members are kept up to date with teaching methods and strategies which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed to ensure the curriculum is adapted where necessary.

At Cotteridge Primary School we set appropriate individual targets plans that motivate SEND pupils to do their best and celebrate achievements at all levels, these are in line with the Birmingham online toolkit tracker. Once pupils have met targets they are provided with certificates and then given new targets.

9. Inclusion of pupils with SEN

The Head teacher and SENDCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The whole school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils.

10.Evaluating the success of provision

To make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of annual parent and pupil questionnaires, Parents Evening discussions and termly SEN review meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice (2015).

SEND provision and interventions are planned, recorded, updated regularly and are monitored by members of the SLT and the SENDCO.

11.Complaints procedure

If a parent/carer has any concerns or complaints regarding the provision for their child with additional needs, an appointment can be made by them to speak to the SENDCo, to help address any concerns in the first instance. If issues cannot be resolved, please see our school website to follow out complaints' procedure.

12. Continuing Professional Development (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENDCo attends relevant SEN courses, locality meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities.

13. Links to SEND support services

Cotteridge Primary continues to build strong working relationships and links with external support services to fully support our SEND pupils and aid school inclusion. Further information with the external/outside agencies in which we work with can be found within our information report.

14.Working in partnerships with parents

Cotteridge School believes and endorses that a close working relationship with parents/carers is vital to ensure the following:

a) *early and accurate identification of SEND is made for our pupils*

b) *appropriate intervention and provision in place in agreement with parents/carers*

c) *continuing social and academic progress of our SEND children is made year upon year*

d) *personal and academic targets are set and met effectively which are discussed within our SEN review meetings*

If an assessment or referral indicates that a pupil has additional learning needs, the parents/carers and the pupil will always be consulted with regards to future provision.

Parents/carers are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up regarding the provision for their child.

Ultimately working together with parents/carers create a community in which we can all learn from each other and support each other to ensure our children are happy and thrive.

15.Evaluation

SENDCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENDCo is involved in supporting teachers in drawing up Individual Targeted Plans for children when needed. The SENDCo and SLT hold regular meetings to review the work of the school in this area.

The Governing Body reviews this policy annually and considers any amendments in the light of the current policies and local authority arrangements. The SENDCo reports regularly to the full Governing Body regarding SEND provision at Cotteridge Primary School.

Other Relevant Resources/Further Information

Children and Families Act (2014)

http://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf

Equality Act (2010)

http://www.legislation.gov.uk/ukpga/2010/15/contents

The SEND Code of Practice (2015)

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

The Local Offer and SEND Provision in Birmingham

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

Advice, Information and support for Parents and Carers

http://www.birmingham.gov.uk/sendiass

https://forwardthinkingbirmingham.nhs.uk/home

https://birminghamcarershub.org.uk/carer-support/parent-carers-hub/

https://sendsocialsbirmingham.co.uk/

