



# Special Educational Needs and Disability (SEND) Policy

Date: October 2023  
Review Due: October 2024

Reviewed Annually

## Introduction

The SEND policy should be read in consultation with the Accessibility Plan, SEND information Report and Medical Needs Policy.

Chivenor Primary School is an inclusive, mainstream school. We are a two-form entry school in Castle Vale, Birmingham. All pupils are treated as individuals and staff endeavor to secure the best provision for all pupils, with or without special educational needs or disability (SEND), to fulfil their potential, both academically and as a responsible citizen. Each person, with in our school, is given a fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality and disability. Decisions around SEND are made in light of the guidance set out in the SEND Code of Practice 2014 and the Special Educational Needs and Disabilities and AP Improvement Plan March 2023.

As a member of the Griffin School Trust, Chivenor Primary School has a positive approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND). Children with SEND are supported by Chivenor, The Trust and the Local Authority in order to ensure that all pupils, regardless of their specific needs make the best possible progress in school. Chivenor is as inclusive as possible, with the needs of pupils with SEND being met in a mainstream setting wherever possible.

## Aims

We believe that all pupils have the same entitlement to access all areas of the school curriculum.

Our aim is that all pupils with SEND

- Achieve their full potential
- Make successful transition to adulthood
- Become confident individuals living fulfilling lives

We will achieve this by:

- Reducing barriers to achievement and making reasonable adjustments to the curriculum to meet the needs of the individual when necessary.
- Enabling all SEND students to join in the activities of the school together with pupils who do not have SEND, as far as is reasonably practical.
- Ensuring that appropriate staffing and funding is in place for pupils with SEND.
- Keeping all stakeholders up to date, particularly parents/carers and our SEND Governing Board Member, about the school's SEND provision.
- Involving the full Governing Board in the future development and monitoring of this Policy.
- Valuing the involvement of parents and pupils in decision making, through regular meetings, and through parent partnership services.
- Providing access to a broad and balanced curriculum which enables pupils with SEND to be included successfully in a life-long learning process leading to significant achievement in educational progress.
- Including children with SEND as valued, respected and equal members of the learning community with other children or young people of the same age.

- To achieve creative and effective use of resources we work as a team. This involves close consultation with parents, carers, teachers, outside agencies, social services and health and with our children themselves
- We will work with nurseries and secondary settings to increase the opportunities for developing inclusive practice, and to support transition between the key stages.

## Legislation and guidance

This policy and the SEND information report is based on the statutory Educational Needs and Disability (SEND) Code of Practice 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, SEN coordinators (SENCOs) and the SEN information report
- SEND Review: Right support, Right place, Right time 2022, which sets out the proposals for the future of the special educational needs and disabilities (SEND) and alternative provision (AP) systems.
- <https://www.gov.uk/government/publications/send-and-alternative-provision-improvement-plan>, which sets out our plans to change the special educational needs and disabilities (SEND) and alternative provision system in England.

This policy also complies with our funding agreement and articles of association.

## Definition of Special Educational Needs

Children may be identified as having SEND if they have a difficulty that impedes their learning as described in the Code of Practice 2014. This is regardless of ethnicity, culture, religion, home language, family background or gender.

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 institutions; or
- (c) A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision were not made for them.

## The four primary areas of need are -

- Communication and Interaction (Difficulty with communicating with others, finding it difficult to say words/express themselves, understanding what is being said, difficulties with social interaction e.g. autism or Asperger's syndrome)
- Cognition and Learning (Learning at a slower rate than peers, even when appropriate differentiation has been put into place)
- Social, Emotional and Mental Health difficulties (This need can manifest itself in many different ways – withdrawal, isolation, challenging or disruptive behaviour, anxiety, depression, self-harming)
- Sensory and/or physical needs (visual/hearing/physical impairment which prevents children from accessing educational facilities generally provided)

*NB: Children can have needs in more than one area.*

## Roles and responsibilities

### The Governing Board's Responsibilities

- To determine school policy with the Head Teacher including staffing and funding arrangements.
- To consult the Birmingham Services for Children, Young People and Families when necessary to seek advice and guidance on SEND issues.
- Give full regard to the Code of Practice 2014, Working Together to Safeguard Children (2013), Supporting pupils at school with medical conditions (2014) and the Equality Act (2010).
- Provide a named Governing Board Member for SEND who will liaise with the SENCo on a regular basis and who will have a specific oversight of the school's arrangements and provision for meeting SEND. Chivenor's is Adam Jones.
- To promote high standards relating to all pupils in the school including those with special educational needs and/or disabilities

School's contact number: **0121 675 9833**

### Staff Responsibilities

All staff are involved in the development and implementation of the SEND Policy. Some staff have specific responsibilities.

#### The Executive Head Teacher (Mrs. L. Guest) is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- To determine school policy with the Governing Board including staffing and funding arrangements.
- To ensure that the policy reflects and supports effective provision.
- To ensure confidentiality.
- To make reasonable adjustments to the national curriculum if this is appropriate for a child.
- To be responsible for the procedures during statutory assessment.
- To keep the Governing Board informed.
- To work closely with the SENCo and the SEND team.
- The Executive Head Teacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.

#### Special Educational Needs Co-coordinator/SENCo (Denise Cook) is responsible for:

- Develop the school's SEND policy and undertake a policy review when necessary.
- To oversee the day-to-day operation of the policy.
- To ensure effective communication between staff, parents/carers and outside agencies on all SEND issues.
- To maintain the school's SEND database. (SEND register)
- Support staff and pupils by providing appropriate assessment.

- Provide specialist support to all staff on all SEND matters, enabling them to provide productive lessons, which will support children with SEND to achieve the best possible progress.
- Support teachers in setting targets and monitoring progress of children with SEND.
- Review progress annually, in conjunction with teachers, parents and agencies, of all children with SEND and complete annual reviews for children with EHC Plans.
- Oversee all records and ensure correct documentation is available for statutory assessment.
- Liaise with the Executive Head Teacher, parents and external agencies.
- Contribute to regular in-service training.
- Gain further knowledge and skills through attending courses.

### Teaching Staff are responsible for:

*“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.” (6.36 CoP 2014)*

- Ensure all My Plans for each individual child with SEND are up to date.
- Sharing My Plans with parents/carers and pupils at least once each term.
- Set aspirational targets, which support progress, for each pupil with SEND.
- Ensure that subject policies refer to SEND/EAL.
- Deliver a differentiated high quality curriculum for children with SEND, providing recommended resources.
- Provide excellent targeted classroom teaching via Quality First Teaching within their classrooms to support progress. This should be personalized for your child as identified on the school’s provision map and evidenced in their planning and individual pupil’s books.
- Provide SEND support in the form of a four-part cycle of assess, plan, do, review.
- Liaise with the SENCo on issues relating to SEND.
- Gain further knowledge and skills through attending meetings and courses relating to SEND.
- Ensure the school’s SEND policy is followed in their classroom and for all the pupils they teach.

### Teaching Assistants/LSAs/Learning Mentors are responsible for:

- Value their role as a Teaching Assistant/Learning Mentors and be an important member of the Learning Support Team.
- Run specific interventions as directed by the SENCo.
- Be part of the continuous cycle of assess, plan, do, review.
- Foster the self-esteem of pupils with whom they are involved.
- Keep up to date records on targets and progress made for all interventions, including updating My Plans.
- Liaise with the Class Teacher and SENCo to ensure progress made during interventions can be transferred to daily lessons.

### Consulting and involving Parents and Pupils

Chivenor 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
- The school will actively seek to work closely with parents and value the contribution they make.
- Their unique strength, knowledge and experience of their own child can be best used to support their child.
- Parents will be kept informed at the start of any SEND provision and kept fully informed of all changes and amendments.
- Parents are invited to a meeting to discuss pupil's progress, termly.
- An on-going partnership with parents is developed through continual communication.
- Parents are made aware of the Parent Partnership Service (now SENDIASS – the Special Educational Needs and Disabilities Information Advice and Support Service) where applicable.
- Parents will have access to the school's SEND Policy and the Local Authority's Local Offer through the school website.

## Pupil Participation

- The ethos, organisation and culture of the school will actively support pupil participation.
- Pupils are given an opportunity to participate and express an opinion in any matter affecting them and their views given due weight according to their age, maturity and capability.
- It is our aim that pupils will develop the ability to participate and become involved in their own target setting and review process in line with the whole school policy.
- Pupils' success will be celebrated giving due consideration to the pupils' self-esteem and confidence.
- All pupils take part in Pupil Voice activities termly where they are encouraged to express their opinions on any area they would like to talk about.

## Identification, Assessment and Provision

### Identification

Chivenor Primary School prides itself on the early identification of Special Educational Needs. We will always talk to the parent/carers if we have any concerns regarding your child. Parents/carers are also actively encouraged to let us know if they are concerned about their child's progress by initially talking with their class teacher.

Identification is achieved by: -

- A robust system to highlight concerns at an early stage with the SENCo followed by early screening, identification of needs and recommendations for support.
- More detailed assessments of individual children who present with difficulties carried out by the SENCo, who will refer to required outside agencies for further support.
- Termly screening using SEND continuum and the School's data tracking system.

### Provision

Many children who are not progressing as expected or are falling behind their peers can be supported through normal teaching and learning strategies, modification to teaching approaches and to classroom organisation, and/or through ancillary equipment or aids. Those who have SEND, however, will require interventions, or SEND provision, that are additional to, or different from, those normally provided.

During the autumn term, of each school year, a SEND provision map will be completed reflecting the interventions and provision across the school.

The SENCo will support the teachers in providing interventions in class. Outside agency advice will be obtained and the class teacher, with support from the SENCo, will ensure all recommendations made are in place with in the class room.

Provision will be regularly appraised throughout the year, in the light of on-going and changing needs.

### **The ‘Graduated Response’**

Once a need has been identified, children are supported through an ‘assess, plan, do, review’ cycle. Each cycle typically takes between 6 and 8 weeks and is then subject to review.

### **Assess**

If a child is identified as at risk of not making progress or having a specific need, the class teacher will speak to parents/carers and then liaise with the SENCo. A detailed assessment will be completed using the SEND pathway. This will inform all stakeholder of the kind of provision required while also identifying a child’s primary SEND need. All available evidence will be used including historical information, pupil voice, attainment, information from parents and teachers and, where appropriate, information from outside agencies.

### **Plan**

These assessments, if SEND is identified, will lead to a My Plan. Our school use Edukey to create plans and plot provision. The Plan will have individual targets and details on how Chivenor will support each child in achieving their targets. This will be discussed with parents/carers and the child. Support and suggestions will also be given about how parents/carers can support their child at home.

Timescales will be set, the plan will be implemented and provision will be made. The provision will depend on the area of need but could involve any of the following:

- Small group work
- Paired work
- Pre-tutoring
- Speech and Language therapy
- Extra guided sessions
- Different teaching approaches e.g. specific ICT programs such as Clicker or Flash Academy
- Specific interventions such as precision teaching, RWI and Fresh Start
- Specific resources such as writing frames, talk buttons or specific practical apparatus
- Staff development and training to introduce more effective strategies

At Chivenor Primary, ‘one page profiles’ are written for children who require additional provision. Profiles are used to inform all teaching staff about children’s strengths and weaknesses, and the type of additional provision they require. They are written with the children. Parents and children are given an opportunity to include strategies that they find



particularly helpful. Profiles are also useful when children move schools or transition to secondary education.

## Do

The plan will be implemented over a number of weeks, often over a term. During this time, teachers will continue to observe and assess the impact of the additional support and include the child and parents/carers in this process.

## Review

There will then be a review meeting with the teacher, parent/carer and child and any outside agency, to find out how the plan has supported the child. Review meetings take place termly. At this meeting, a decision will be made, either to discontinue the additional support and provision because the child has made sufficient progress to close their learning gap, or to continue/adapt the support and prepare another plan.

If the child continues to make no or very little progress, a decision will be made about involving outside agencies.

The progress towards outcomes of pupils with SEND are sometimes monitored through the use of the Mathematics and English Toolkits. This monitoring tool is used to evaluate the effectiveness of the current provision for Speaking and listening, Reading and Writing skills. These learning ladders or taxonomies are called Individual Target Plans. They are used to help set targets and record when targets are met. They can also be very useful in supporting transition between phases and giving parents ideas for supporting their child at home.

## SEND Support Provision Plan (SSPP)

The majority of children with special educational needs and disabilities can have their needs met in their local mainstream early years setting using the support available through the local offer. SSPPs are a new document developed by Birmingham LA, for schools and settings to use. An SSPP demonstrates the provision being put in place for a child with complex and significance needs and who requires multi-agency involvement. SSPPs can also be used to gather the evidence required to apply for an EHCp if necessary. SSPPs are designed in a way that schools, in partnership with parents, are able to build up a picture of need and provision over time.

SSPPs are reviewed regularly, as per the Code of Practice for SEND (2015). The reviews include parents and any SEND support service involved with the child. At the review it can be decided to continue with an SSPP or to apply for an EHCp if the provision needed requires one in order to support delivery within our mainstream setting.

SSPPs are also used by the Local Authority as the mechanism by which mainstream setting can apply for additional top up funding for pupils who do not have an EHCp but where their funding profile indicates that the funding required is above the amount of funding the school is required to commit to meet your child's needs from within their own budget.

## Statutory Assessment (EHC assessments)

If a pupil is likely to require a specialist setting at primary or secondary level, the Head Teacher or the parents may request a Statutory Assessment.

The school supports the local authority Special Education Assessment and Review (SENAR) by providing the evidence required for an Educational Health Care Plan (EHCP).



The LA considers the need for a statutory assessment, and if appropriate, makes a multi-disciplinary assessment, including assessments by Health Services. If the LA deems an EHC Plan is appropriate, it will carry out the statutory assessment and write an EHC Plan. The school then reviews this plan annually. During this review, annual targets are set and reviewed. Details of this process can be found at <https://www.mycareinbirmingham.org.uk/>

## Storing and managing information

All SEND records are confidential. The SenCo will keep and update all records and ensure they are held securely. When a child transfers to a new school, the records will be passed, securely, to the new school and signed for. Any confidential information that is no longer relevant is shredded.

Each child on the SEND register has a file, this contains:

- Current MY PLANS
- Current EHCps/SSPPs
- Current plans/recommendations from outside agencies
- A copy of the SEND register
- SEND pathway
- Pupil voice
- IBPs (Individual Behaviour support Plans)
- Resources for an inclusive classroom
- Any medical needs

Class teachers have access to these folders and their contents. Class teachers should read all relevant information with regards to individual pupils and ensure all staff working with their class are aware of individual needs.

Information is shared on a need to know basis.

## SEND and EAL

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.

Children joining our school may be proficient in another language and need a period of adjustment to demonstrate those abilities. Pupils usually acquire the ability to communicate competently within two years of exposure to English. Therefore, on entry to school it is important to obtain prior knowledge of a child's English. This should happen when:

- A child enters the school in Reception
- An older child joins the school.

Details of prior educational performance will be collected by the Support team. When an older child with SEND or EAL joins the school, parents will be invited to meet with a member of the Support team will be given an introductory pack with information about the school, and resources that they may find useful. Assessments will be completed by the Support team and SENCo. If necessary, the pupil will be placed on the EAL register and plans for appropriate provision will be made. Class teachers have access to Race to English to support provision along with an induction booklet.

Newly arrived children from overseas should have appropriate language targets set and reviewed regularly over their first year. Progress is monitored, and new targets set, using the English and Mathematics Toolkits and individual target plans.

If an EAL child has special educational needs they will have equal access to our SEND provision.

Signposting to other relevant policies

These may include:

- Behaviour and Anti-Bullying Policy.
- Attendance Policy.
- Equal Opportunities Policy including Race Equality.
- Accessibility Plan.
- Risk Assessment Guidelines.
- School Development Plan.
- EAL Policy.
- Provision Map.
- Teaching and Learning Policy.
- Disability and Equality Policy.
- LAC Policy.

## Admission Arrangements

Children are admitted to school in the September following their fourth birthday. In line with Birmingham policy, places are offered in the following order of priority: -

- Children with a statement of Special Educational Needs or an Educational Health Care
- Plan that names this school
- Children with brothers or sisters already in school
- Those living nearest the school

When SEND pupils join the school we will:

- Liaise with the previous school's SENCO.

When SEND pupils leave the school we will:

- Pass on information about the pupil's educational history to any receiving school.
- Complete other transfer documentation as required.
- Where a child has significant needs that make transition a challenging time, we will support transition with visits to the new school, the making of a transition book and visits by new teachers to meet the pupil in school.

## Criteria for Evaluating the Success of the SEND Policy

The following criteria will be used:

- Resources for SEND are spent appropriately.
- The school offers a high level of provision and expertise for children with special educational needs.
- Special educational needs intervention makes a measurable difference to the pupils for whom it is provided.
- All school staff regard themselves as providers of support for children with SEND (this may be cognitive and/or pastoral).

- The school has an effective working partnership with parents and outside agencies.
- INSET time allocated to staff development with reference to special educational needs.
- The proportion of parents attending or contributing to reviews and consultations.
- Staff fulfil the expectation of the school in carrying out procedures for special needs and produce the necessary paperwork e.g. MY PLANS's, Reviews, Reports etc.
- Recommendations by external agencies are acted upon and incorporated into the curriculum and class rooms.
- Children are confident and well-motivated.

## Birmingham Support Services

Chivenor Primary works with a variety of support services:

- Forward Thinking Birmingham (FTB)
- Pupil School Support Service PSS)
- Speech and Language Therapy Service (SALT)
- Physical Difficulties Support (PDSS)
- Educational Psychology Service (EP)
- Occupational Therapy
- Physiotherapy
- School Nursing Service
- Local Community Pediatricians
- Sensory Impairment Team (CAT)
- SENDIASS
- Compass Support.

## Chivenor Primary SEND report

Our website contains a summary of what we are able to offer children with additional needs and reflects this policy. This document is called Chivenor Primary's SEND Information Report and Utilizes Birmingham Local Authority's 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision in their local area.

Birmingham has a dedicated website for children with disabilities and special educational needs. You can access this via the link. <https://www.localofferbirmingham.co.uk>

## Accessibility

Chivenor Primary School is a fully accessible school. Our Accessibility Plan is updated regularly and addresses improvements across school. This can be found on our website.

## Complaints Procedure (including curriculum complaints and complaints from parents of children with special educational needs)

We hope that you will always feel able to discuss any concerns you may have with the class teacher or year group AHT. These are the people who know your child best and can usually sort out any issues or concerns. We take any such concerns seriously, and aim to resolve them as quickly and sensitively as we can, and usually within 2 school working days. If concerns are not resolved in a satisfactory manner you may then involve the Executive Head of Chivenor Primary School in trying to resolve the matter. If you are still not satisfied,

there may be a desire to make a complaint in a more formal way. We expect complaints to be made as soon as possible after an incident/concern arises (although three months is generally considered to be an acceptable time frame in which to lodge a complaint). Formal complaints must be made, in writing, through the following steps:

a) Executive Head Lisa Guest  
Telephone: 0121 675 9833  
Email: [enquiries@chivenor-gst.org](mailto:enquiries@chivenor-gst.org) FAO Head  
Letter: FAO Head of School.

If he/she are unable to resolve the complaint then you should proceed to the

b) Governing Board  
Telephone: 0121 675 9833  
Email: [enquiries@chivenor-gst.org](mailto:enquiries@chivenor-gst.org) FAO Chair of the Improvement Board  
Letter: FAO Chair of the chair of the Improvement Board.

Finally, if you are still not satisfied, you have recourse to contact

c) Griffin School Trust  
Address available from school office.

The school will log all letters and emails of complaint addressed to the Head, and acknowledge these within two working days of receipt during term time. The complaint will be investigated and, where possible, a reply from an appropriate member of staff will be issued within one week of receiving the complaint. If this is not possible, the school will inform you of when you can expect to receive a reply. These same time scales and procedure will apply to a complaint addressed to the Chair of the Improvement Board.

Conversely, if you are pleased with the school's achievements, we really hope you will tell us!

## Monitoring and Reporting Arrangements

The SEND Policy was presented to the Governing Board Curriculum Committee and will be reviewed regularly