



## **BIRCHENSALE MIDDLE SCHOOL**

# **SPECIAL EDUCATIONAL NEEDS POLICY**

**Date adopted by Governors: 11<sup>th</sup> November 2020**

**Date of next review: November 2021**

A handwritten signature in blue ink, appearing to be "WR", is positioned above the printed name of the Chair of Governors.

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**Mrs W Rigby**  
**Chair of Governors**

# **Birchensale Middle School Special Educational Needs Policy**

## **Section 1: Compliance and General Statement**

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This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 Years (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 Years (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions April 2014
- Safeguarding Policy
- Teachers Standards 2012

It has been created to ensure compliance with the Department of Education's SEND Reforms, which address measures outlined in the Children and Families Bill in Spring 2014 and which have subsequently become the Children and Families Act 2014. The act includes changes to the support and services children and young people with special educational needs and disabilities will receive.

At Birchensale Middle School we make provision which allows all pupils equal opportunity for gaining access to the curriculum regardless of their physical, sensory, intellectual, social or emotional needs. This is reflected in our Value Statement: "Birchensale Middle School will always be a caring community providing the right environment to enable all its pupils to realise their full potential". The purpose of this document is to outline the provision we make for pupils identified as having SEN and the principles by which we make that provision.

## **Section 2: Aim (the longer view)**

The overarching aim of this policy is to ensure each pupil, has their individual needs identified; is provided the necessary support and intervention; has full access to the curriculum and is encouraged to maximise his or her potential in order to succeed and achieve well.

### **We aim to:**

- Assess students accurately, track progress regularly and adjust provision in the light of ongoing monitoring.

- Provide lessons that are engaging, accessible and differentiated to meet all needs so that learning is achieved.
- Use a wide range of resources and support strategies to enable pupils to reach targets and learning goals.
- Regularly monitor and evaluate provision for all pupils including those with SEN to ensure its effectiveness, suitability and value for money.

### **Objectives:**

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To work closely with the LA and comply with locally agreed policies and procedures.
- To work in partnership with parents/carers in supporting their child's education.
- To provide support and advice for all staff working with special educational needs pupils.
- To ensure that all staff implements the school's SEN policy consistently – fully endorsing our belief that every teacher is a teacher of every child or young person including those with SEN.
- To provide appropriate resources and interventions ensuring they are implemented to maximise learning outcomes for pupils.
- To involve pupils in the process of identifying, assessing and allocating provisions to meet their needs and ensure that pupil's views and wishes are taken into account.

### **Section 3: Identifying Special Educational Needs**

In accordance with the SEND Code of Practice 2014, four broad categories of need are identified:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health

These areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not fit a pupil into a category. Pupils often have needs that cut across different areas; therefore a detailed assessment should be carried out to ensure that the full range of needs is identified. The support provided should always be based on a full understanding of pupils strengths and difficulties – targeted, well-evidenced, interventions should be implemented to support the needs identified.

A child has special educational needs if he or she:

- a) has a significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability which either prevents or hinders them from making use of educational facilities of a kind provided for children of the same age in mainstream school.
- c) is unable to make progress within a curriculum that sets suitable learning challenges, responds to pupils' diverse learning needs and helps pupils overcome learning barriers.

Other needs may impact on progress and attainment but may not be classed as SEN, these include:

- disability
- attendance and punctuality
- health and welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (LAC)
- Being a child of serviceman/woman

Behaviour is no longer classed as need in itself and any concerns relating to a child or young person's behaviour should be identified as an underlying response to a need that school should be aware of and seeking to support.

#### **Section 4: A Graduated Approach to SEN Support**

All teachers at Birchensale are responsible and accountable for the progress and development of students in their class, including where students access support from teaching assistants or intervention teachers. High quality teaching, differentiated for individual pupil needs is the first step in responding to pupils who have or may have SEN. We are committed to ensuring that 'quality first teaching' is a priority; this is achieved through the cycle of monitoring and observations that are carried out on a regular basis and through the performance management/appraisal process. Pupils are only identified as SEN if they do not make adequate progress after they have received appropriate intervention/adjustments and good quality personalised teaching.

Initial identification of children with SEN is done through the screening programme that takes place as part of our admissions policy for every child entering Birchensale in Year 5.

a) the Head of Year 5, Learning Mentor and SENCO visit the feeder first schools to discuss all prospective entrants with their current Year 4 teachers.

b) a more comprehensive transition programme is set up for vulnerable pupils and those with more complex needs

- c) pupils identified as having some degree of special will have necessary provision put into place prior to admission
- d) SEN pupil records and information are shared with the Year 5 team
- e) careful consideration is made about the allocation of form groups for known SEN pupils
- f) an Open Evening is held in the Summer term, when an opportunity is made for prospective parents to discuss their child with the form tutor/HOY/SENCO. Further Meetings can be arranged as required
- g) alongside the two designated transition days for all pupils, further transition work is done with pupils on the SEN register. This includes additional visits to BMS, work with the Learning Mentor, visits to First School by the SENCO and Learning Mentor
- h) Year 5 pupils are given reading, spelling, maths, literacy and CATs (Cognitive Ability Tests) as soon as possible on entry to our school
- i) For any child entering Birchensale after Year 5 a modified screening programme is practiced using previous school records and where appropriate previous schools are contacted. Information relating to any previous assessments and test results are collated so that an accurate profile can be obtained.

Identification also takes place through concerns expressed by staff or parents. Subject teachers carry out ongoing monitoring through formative assessment and complete a summative assessment at the end of each term (core subjects) or topic/unit of work (foundation subjects). It is through this monitoring and assessment that pupil progress is tracked - where pupils are failing to make expected levels of progress further support and intervention will be implemented in order to help them meet specific targets. This may involve further assessment to identify specific areas of need to target and may require the input from specialist services such as the Learning Support or Education Psychology.

If an outside agency is involved parents are consulted and given an opportunity to share their views and opinions. Parents will also receive copies of any reports produced by outside agencies and may be included in the recommendations or suggested strategies to support pupils needs.

Pupils are placed on the schools SEN Register under 3 different categories:

- those with a Statement or Education Health Care Plan
- those requiring additional SEN support
- those being monitored due to concerns about progress

## **Managing Pupils Needs on the SEN Register**

Working in conjunction with teachers/teaching assistants/SLT the SENCO identifies which pupils are placed on the SEN Register and organises appropriate support. The SEN Register is reviewed and updated twice yearly – all staff provides feedback on the pupils on the register taking into account any support/intervention that has been implemented and the outcomes from assessments. Pupils may be added to or removed from the register dependent on progress.

All pupils with an Education and Health Care Plan and those requiring SEN Support have an Individual Provision Map (IPM) which outlines specific targets and the provision to be implemented to meet them. These are reviewed termly through consultation with teachers, parents and the pupils.

The school follows the guidance of the SEN Code of Practice and uses a graduated approach to the identification and assessment of and provision for pupils with SEN. This approach includes:

- Liaison between the SENCO and feeder First School to aid transition for pupils identified with SEN.
- Baseline screening for all Y5 pupils in reading, writing and maths.
- Regular communication and liaison with teaching staff by SENCO in order to identify appropriate support/provision for pupils with SEN.
- Liaison with parents to gain their valuable contribution towards targets, support and provision. Parents are invited to all IPM and Statement review meetings in addition to discussing their child's progress at subject consultation. Parents are encouraged to communicate fully with school regarding their child's progress or any difficulties they may be experiencing.
- Review of provision where appropriate, including referral to external agencies and application for Statutory Assessment by the SENCO and the subsequent acquisition of an Education Health Care Plan (EHCP).
- Implementation of a range of different support/intervention strategies to enable pupils to close the gap and make expected levels of progress.
- Frequent monitoring and assessment to identify whether progress is being made and provision is having the desired outcome. Where expected outcomes are not achieved alternative provision is considered.
- Using the range of school-based resources to meet pupils need but referring to specialist external agencies such as Education Psychology, Learning Support, Speech and Language Therapy and Occupational Therapy.

## **Section 5: Criteria for exiting the SEN register**

Following the review and collection of feedback from teachers the SENCO may remove pupils from support on the SEN Register. This decision will be made as a result of pupils no longer requiring support which is additional to, or different from the majority

of pupils and assessment data identifying improved progress with targets being met. Pupils will continue to be monitored through the schools assessment procedures.

## **Section 6: Supporting Pupils and Families**

Parents of pupils with SEN are encouraged to make use of Worcestershire's Local Offer which can be found at <https://worcestershirelocaloffer.org.uk> – this is in accordance with Regulation 51, Part 3 section 69(3) (a) of The Act

Birchensale Middle School's SEN information Report is available on the school website and contains contact details for other useful support. Parents are also directed to the Edulink pages on SEN Reform:

<https://www.edulink.networcs.net/senreform/Pages/SENReformHome.aspx> - here they can find useful information, advice and links to other agencies and support services.

## **Section 7: Supporting pupils at school with medical conditions**

Birchensale Middle School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may have special educational needs (SEN) and may have an Education Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The school has a designated First Aider, with additional trained members of staff as support, who deal with day-to-day issues and also manage medication and treatment of pupils with on-going medical conditions. See the school's policy for Supporting Students with Medical conditions for more information.

## **Section 8: Monitoring and evaluation of SEND**

SEN provision at Birchensale is monitored and evaluated in a number of ways. Firstly, staff are asked to review pupils placed on the SEN register and make recommendations for the provision they receive. Where it is not effective, alternative arrangements are made – this information is given to all staff working with the pupils. Secondly, all intervention strategies that are implemented are scrutinised through measurable outcomes – where an intervention is proved to have little value in improving pupil outcomes it will either be altered or replaced. Thirdly, the school's robust monitoring and assessment systems enables teachers and subject leaders to identify whether or not the provision in place for pupils with SEN is having the desired

effect on pupil progress. The school's SEN Governor receives an annual report on the progress made by pupils on the SEN register and has information on the different provision that has been implemented to support individual needs.

The SEN Policy and the SEN Information Report are reviewed annually to reflect any changes that have been made to the provision being offered at Birchensale. The policy is evaluated in terms of:

- progress made by students with SEN and the outcomes they have achieved;
- extent to which the aims and objectives of the policy have been met;
- how effective the SEN provision has been in relation to resources allocated – value for money.

## **Section 9: Training and Resources**

An audit of needs is carried out on a regular basis to identify areas of SEN support in which staff are lacking in knowledge/confidence. Training is organised, through consultation with SLT/Governors, according to staff need or as a result of a new pupil with an unfamiliar area of need joining the school.

Staff have received training on a range of aspects of SEN – some training is delivered to all staff and some is carried out by individuals then fed back to other key staff. Staff have received training and support to enable them to meet the main areas of need within the school – these include ASD, ADHD, dyslexia and Speech and Language. Other members of staff have completed training to meet more specific needs.

Certain staff have built up an expertise in a particular area such as teaching phonics, supporting Autistic children, behaviour management, SEN Reform. These members of staff will be expected to deliver in-house training to the rest of the staff.

All staff have completed Safeguarding training, Health & Safety training, Prevent training and Epi pen training.

Newly appointed teaching, support staff and NQTs undertake an induction programme which includes a meeting with the SENCO to explain the systems and structures in place for SEN provision within the school and to discuss the specific needs of individual pupils.

The SENCO attends meetings, courses and conferences to keep up to date with local and national developments in SEND. Information from these is then fed back to the SLT, Learning Support Department and wider school staff where necessary.

## **Section 10: Roles and Responsibilities**

### **Role of the Governing Body/SEN Governor**

The Governing Body must:

- a) do their best to secure that the necessary provision is made for any pupil who has

special needs

b) secure that, where the responsible person – Headteacher or named governor – has been informed by the LA that a pupil has special needs, these needs are to be made known to all who are likely to teach him or her

c) secure that teachers in the school are aware of the importance of identifying and providing for, those pupils who have special needs

d) ensure that SEN pupils are able to participate in the activities of the school together with pupils who do not have special educational needs, as is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources

The school has a named governor responsible for Special Educational Needs. This governor liaises regularly with the SENCO and ensures that parents and other members of the Governing Body are kept informed on SEN issues in school.

### **Role of the Teaching Assistant**

Teaching Assistants are recruited to work within the classroom and with targeted pupils/small groups of pupils outside of the classroom as directed by the SENCO.

Some TA's are given specific roles to carry out a particular intervention programme or manage a particular area of SEN. There is one HLTA within the department – she manages the day to day running of the department. This includes co-ordinating timetabling and cover when TAs are absent. She also ensures the team keep up to date with school information and supports new TAs with the induction programme.

### **Designated Teacher with specific Safeguarding responsibility**

Headteacher and Learning Mentor have overall responsibility but SENCO has also completed up-to-date safeguarding training.

### **Designated member of staff responsible for managing PPG/LAC funding** SENCO

### **Designated member of staff responsible for managing the school's responsibility towards pupils with medical needs**

Receptionist/Admin

## **Section 11: Storing and managing information**

The school complies with current data protection and confidentiality requirements with regard to information about students and families. See Data Protection Policy.

## **Section 12 : Reviewing the policy**

The SEND Policy will be reviewed annually in line with recommendations following the SEN reform effective September 2014.

## **Section 13: Accessibility**

Please refer to the Accessibility Plan 2018 -2021. Available on the school's website: <https://www.birchensale.worcs.sch.uk/>

## **Section 14: Dealing with complaints**

The school's standard complaints procedure applies for all matters concerning SEN. See the school website for further details: <http://www.birchensale.worcs.sch.uk>

## **Section 15: Bullying**

Please refer to the Behaviour and Attendance Policy available on the school website: <http://www.birchensale.worcs.sch.uk>

## **Section 16: Appendices**

Useful documents/policies available on the school website include:

- SEN Information Report
- Accessibility Plan
- Behaviour and Attendance Policy

Other useful links:

- Worcestershire Local Offer - <https://worcestershirelocaloffer.org.uk>