

Canterbury Cross Primary School's Coordinator (SENCo) is Miss V. Smith.
If you have an SEND issue you are invited to email the SEND co-ordinator
v.smith@cantcros.bham.sch.uk

Introduction

The whole team at the school is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers and teaching assistants. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life-long learning aspirations for everyone through a range of activities which are fun and enjoyable.

Canterbury Cross Primary School's Vision

Safety

Health and happiness

Achieve and enjoy

Respect

Equality

We support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care, as well as a safe and fully equipped learning environment, which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.

Our School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

INCLUSION STATEMENT

We endeavour to make every effort to achieve maximum inclusion of all pupils, whilst meeting pupils' individual needs. This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

Aims and Objectives of this Policy

To reach high levels of achievement for all

To be an inclusive school

To ensure the identification of all pupils requiring SEND provision as early as possible in their school career

To meet individual needs through a wide range of provision

To attain high levels of satisfaction and participation from pupils, parent and carers

To share a common vision and understanding with all stakeholders

To give transparent resourcing to SEND

To provide curriculum access for all

To work towards inclusion in partnership with other agencies and schools

To achieve a level of staff expertise to meet pupil need

We recognise that many pupils will have special needs at some point during their school life. In implementing this policy, we believe pupils will be supported in addressing their needs, enabling achievement at a level appropriate to the child.

2. ADMISSION ARRANGEMENTS

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (Please see school's Admissions Policy).

3. MANAGEMENT OF SEND WITHIN SCHOOL

The governing body has delegated the responsibility for the day to day implementation of the policy to the Head Teacher and the SENCo who has Qualified Teacher Status, and has attained the National Qualification for Special Educational Needs Co-ordination. Miss V Smith has attained this qualification, Deputy Head Teacher Mrs C James has also attained this qualification.

All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching through differentiation and personalised teaching to meet the needs of the child.

Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions.

Teaching Assistants play a role in the support of pupils with SEND also. The rationale for the deployment of TAs is pupil centred.

The SENCo is responsible for:

*Overseeing the day-day operation of this policy

*Updating the Provision Map

- *Co-ordinating provision for children with special educational needs
- *Liaising with and advising teachers and Teaching Assistants
- *Managing Integration Assistants
- *Overseeing the records of all children with SEND
- *Liaising with parents of children with SEN (in conjunction with class teachers)
- *Providing the in-service training of staff
- *Liaising with external agencies including Pupil Support Service, Educational Psychology Services, Health and Social Services, and voluntary bodies
- *Reporting to the local governing body
- *Holding teachers and Teaching Assistants to account through scrutinies of IEPs, the class provision map, books and planning, as well as observations and learning walks

4. IDENTIFICATION AND ASSESSMENT

We accept the principle that pupils' needs should be identified and met as early as possible.

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

- Communication and Interaction
- Cognition
- Social Emotional and Mental Health
- Sensory and/or Physical

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium (PP)
- Being a Looked After Child (LAC)
- Being a child of a service woman/man.

The SENCo is a leadership role; she works closely with the senior leadership team, using whole school tracking data as an early identification indicator, as well as pupil progress meetings.

We use a number of additional indicators of special educational needs:

- Analysis of data, including entry profiles at FS1 and 2 baseline and end of FS data, SATs, annual and termly pupil assessments
- Use of our local authority SEN criteria (The Audit)
- Following up of teacher concerns
- Following up parental concerns
- Tracking individual pupil progress over time
- Information from previous schools on transfer
- Information from other services

The SENCO maintains a list of pupils identified through the procedures listed; this is called the SEND Support list. This list is reviewed each term when a detailed analysis of the list takes place through the updated and reviewed Class Provision Maps. For some pupils a more in-depth individual assessment may be undertaken by the school or other educational or health professionals.

5. CURRICULUM ACCESS AND PROVISION

In order to meet the learning needs of all pupils, teachers differentiate work when planning. They work to meet individual learning needs and to mark work and plan homework effectively.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map records a graduated response for individual needs.

The range of provision may include:

- * In class support for small groups with an additional teacher or Teaching Assistant (TA)
- * Small group withdrawal with TA, HLTA or Class Teacher
- * Individual class support / individual withdrawal
- * Further differentiation of resources
- * Interventions
- * Provision of alternative learning materials/ specialised equipment
- * Group support
- * Provision of additional adult time in devising interventions and monitoring their effectiveness
- * Individual Education Plans
- * Staff development/training to undertake more effective strategies
- * Access to support services (Educational Psychology Service, Pupil Support Service, Communication and Autism Team, Physical Disabilities Support Service, Sensory Support Services for advice on strategies, equipment, or staff training.

6. MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. Better than expected progress is that which:

- * Narrows the attainment gap between the pupil and peers
- * Prevents the attainment gap widening
- * Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- * Equals or improves upon the pupil's previous rate of progress
- * Ensures full curricular access
- * Shows an improvement in self-help and social or personal skills
- * Shows improvements in the pupil's behaviour

7. RECORD KEEPING

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- * Information from parents
- * Information on progress and behaviour
- * Pupil's own perceptions of difficulties
- * Information from health/social services
- * Information from other agencies

8. INDIVIDUAL EDUCATION PLANS

All pupils on our SEND Support list will have Individual Education Plans setting out targets and any provision made that is additional to, and different from usual classroom provision.

For pupils with an EHCP, provision will meet the recommendations on the plan. In subjects where all children have curriculum targets these are used to inform the Education Plan. Curriculum targets are placed in literacy, guided reading and numeracy books.

Strategies for pupils' progress will be recorded on an Individual Education Plan containing the following information:

- * Short-term targets
- * Teaching strategies
- * Provision made
- * Success and/or exit criteria (on the provision map)
- * The outcomes recorded at review (on the provision map)

The IEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The Individual Education Plan will be created by the class teacher in conjunction with parents and pupils.

8.1 REVIEWING AN INDIVIDUAL EDUCATION PLAN

Individual Education Plans will be reviewed termly with parents, carers and pupils at Parents' Evenings.

9. CODE OF PRACTICE GRADUATED RESPONSE

The school adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND Support list. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Placement of a pupil on the SEND Support list will be made by the SENCo after full

consultation with parents at an Individual Education Plan review. External support services may advise on targets for a new Plan and provide specialist input to the support process.

Individual Education Plan intervention will usually begin, when despite receiving differentiated teaching, and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower (one year lower) than expected for a pupil at a similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before external agencies are involved. The resulting Education Plan may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

9.1 REQUEST FOR STATUTORY ASSESSMENT

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency.

The school will have the following information available:

- Records from past interventions
- Current and past education plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum outcomes
- Other relevant assessments from specialists such as pupil support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

Education, Care and Health Plans

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- * Matched to the longer-term objectives set in the EHCP

- * Shorter term
- * Established through parental/pupil consultation
- * Set out in an Education Plan
- * Implemented in the classroom
- * Delivered by the class teacher with appropriate additional support where specified

Reviews of an EHCP

EHCPs must be reviewed annually.

The SENCO will organise these reviews and invite:

- * The pupil's parent
- * The pupil if appropriate
- * The relevant teacher
- * A representative of SENAR
- * The Educational Psychologist
- * Any other person the SENCO or parent/carer considers appropriate

The aim of the review will be to:

- * Assess the pupil's progress in relation to the objectives on the EHCP
- * Review the provision made to meet the pupil's needs as identified in the EHCP
- * Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- * If appropriate to set new objectives for the coming year

At Key Stage Phase transitions reviews, receiving schools should be invited to attend, in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEND.

10. PARTNERSHIP WITH PARENTS/CARERS

The school aims to work in partnership with parents and carers.

If you have any concerns you are invited to email Miss Smith-SEND co-ordinator
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We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Ensuring all parents and carers have appropriate communication aids and access arrangements

- Providing all information in an accessible way
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have, which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths, as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they, and the school, can help their child
- Agreeing targets for the child
- Making parents and carers aware of the Parent Partnership services. This information will be readily accessible through fliers available at the school office or by contacting the SENCo
- Involving parents in decision making as to how a pupil's individual budget may be allocated to provide support for their child
- Parents' Consultation Group.

11. INVOLVEMENT OF PUPILS

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice).

Where appropriate, all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs (self-assessment and self-evaluation, Assessment for Learning)
- Share in individual target setting across the curriculum
- Self-review their progress and set new targets

In addition, pupils who are identified as having SEND are invited to participate in:

- Individual Education Plan reviews and setting of individual targets
- Regular meetings with named adults
- Annual reviews

12. SPECIAL PROVISION

The school has the following special facilities:

Wheelchair access

Disabled toilets with hand rails

Blinds and curtains in classrooms to reduce glare

Ramps to outside doors to allow for wheelchair access.

Individual adaptations will be made for specific pupils e.g. chair supports and individual work stations.

Breakout room.

13. LINKS WITH EDUCATION SUPPORT SERVICES

We aim to maintain useful contact with support services in Children and Young People's Services. For pupils on our SEND Support list any one or more of the following agencies may be involved: Pupil Support Service, Educational Psychologist, Vision impairment services, School Nurse, Communication and Autism Team, Physical Disability Support Service, Sensory Support Services, Speech and Language Therapy Service.

15. INSET

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development.

16. RESOURCES

The provision for SEND is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy. Top-up funding is given by the LA, if the needs of the child would cost more than £6000.

17. COMPLAINTS

If there are any complaints relating to the provision for pupils with SEND, these will be dealt with in the first instance by the SENCo or the Head Teacher. In the case of an unresolved complaint, the LA may be involved. Please see the school's Complaints Procedure available on the school's website.

18. REVIEW OF THE SEND POLICY

This policy was developed through consultation with staff, parents, carers and pupils. The school considers the SEND Policy document to be important, and in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

19. SEND and Safeguarding

Students / pupils with SEND may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others. This may put them at risk of radicalisation. Canterbury Cross Primary School recognise the risks of this, and ensure we follow Birmingham's agreed safeguarding policy regarding procedures and recognising signs of radicalisation. We also ensure that through the curriculum and provision we will build self-esteem in order to give SEND children confidence and understanding of the world around them in order to avoid being pressured by others.

This Policy was update in September 2024.