

Inclusion including SEND Policy (Primary)

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Introduction

The Trust is committed to ensuring all its schools are inclusive schools. We take safeguarding very seriously and are committed to the welfare and safeguarding of children. This policy incorporates Special Educational Needs and Disability, pupils with English as an additional language and vulnerable children. It is linked to more able, behaviour, anti-bullying, equalities, supporting children with medical conditions, asthma and teaching and learning policies. This policy is written to comply with the 2014 Children and Family Act and it's SEN Code of Practice together with the Equality Act 2010.

We aim to value the individuality of all our children. We are committed to giving each child every opportunity to achieve the highest of standards, to ensure that all children are happy, involved and engaged in all areas of the school. We will ensure that every child is treated as a special, unique individual who has the potential to shine. We will work together to make sure children feel safe, secure, cared for and appreciated for being themselves. This policy helps to ensure that this happens for all the children in our schools, regardless of their age, gender, ethnicity, attainment or background.

The SEN information report for each school is available on the school website along with a link to Birmingham City Council's Local Offer for parents and with SEN and disabilities.

Legislation and Guidance

This policy and information report is based on the statutory [Special 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

The Welfare Team for the Trust

The Welfare Team in each school is responsible for working with teaching staff and support staff to ensure the needs of pupils with Special Educational Needs and Disabilities are met. The Welfare Team is made up of:

Director of Safeguarding and pupil well being – Kay Davis

Trust Lead for Inclusion – Amanda Shotter

Lead Practitioner for Inclusion & SEND at Prince Albert Primary School – Sam Syner (Mon - Thurs)

Pastoral Leader at Prince Albert Primary School – Lesley Evans (Mon – Fri)

Lead Practitioner for Inclusion & SEND at Heathfield Primary School – Nabeela Tahira (Mon – Fri)

Pastoral Leader at Heathfield Primary School – Hannah Toth (Tues – Thurs)

Lead Practitioner for Inclusion & SEND at Highfield JI School – Avril Bull (Mon – Fri)

Pastoral Leader at Highfield JI School – Farhan Azad (Mon -Fri)

Lead Practitioner for Inclusion & SEND at Birchfield Primary School – Sharon Simpson (Mon - Fri)

Pastoral Leader at Birchfield Primary School – Saeeda Ahmed (Mon – Fri)

Lead Practitioner for Inclusion & SEND at Sutton Park Primary School – Claire Runacus (Mon – Thurs)

Pastoral Leader at Sutton Park Primary School – Abby Maltby (Mon – Fri)

All enquiries about an individual child's progress should be addressed initially to the child's class teacher since he or she is the person who knows the child best. If the class teacher cannot resolve the query, an appointment can be made with the Lead Practitioner for Inclusion by contacting the school office.

Aims and Objectives

Our aims are:

The Trust aims to be as inclusive as possible. This means that equality of opportunity must be a reality for all our pupils. We make this a reality through the attention we pay to the different groups of pupils within our school:

- girls and boys.
- minority ethnic and faith groups.
- pupils who need support to learn English as an additional language.
- pupils with additional educational needs.
- pupils who are looked after by the Local Authority.
- any pupils who are vulnerable or at risk of exclusion.

Our objectives are:

- To have high expectations of all pupils and to work together to remove their barriers to learning and success.

- To identify as early as possible pupils who have Special Educational Needs or medical needs, English as an additional language.
- To enable all pupils to participate in all aspects of school life fully and effectively.
- To plan individual programmes of provision which have clear learning objectives and achievable outcomes and are reviewed termly.
- To work in partnership with parents, meeting with them three times a year, involving them as fully as possible in the process.
- To liaise with other schools, support agencies, external agencies, and Birmingham City Council (SENAR) when appropriate.
- To ensure regular, accurate, moderated assessment takes place to ensure the planning of future provision and intervention is informed.
- To ensure that all staff have access to training and advice to support high quality teaching and learning for all pupils.

Definition of Special Educational Needs

The 2015 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others of the same age, or, has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools. Taken from 2015 SEN Code of Practice: 0-25 years – introduction xiii and xiv.

There are four broad categories of SEN:

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

We have pupils in all these categories of SEN across the Trust.

Identification of Special Educational Needs

We consider a child to have a Special Educational Need and will place them on our Special Support Database if:

- A student is assessed as requiring targeted support or specialist support on the Access to Education Language and Literacy Toolkit.
- A student has significantly greater difficulty in learning than their peers.
- A student is consistently making less than expected progress, given their age and individual circumstances despite regular high-quality intervention.
- A student has an emotional, social or mental health difficulty, which prevents him / her from fully accessing the curriculum.
- A student has a physical or sensory difficulty.
- A student has a medical condition that has a significant impact on their ability to access the curriculum, attend school or may impair their development. Alternatively, it may require a significant level of special provision in order to access the curriculum.

Pupils with SEN are identified in one of four assessment routes, all of which are part of the overall approach to monitoring progress of all pupils:

- Through regular assessments and monitoring of progress, which takes place for all pupils.
- A social, emotional or mental health need is identified through a referral for mentoring support where the student requires a block of mentoring to enable them to access the curriculum fully.
- A parent asks us to look more closely at the student's learning. Frequently these concerns can be addressed through high quality teaching and some parental support but there will be times when the student is placed on the Special Support Database.
- An outside agency or health professional informs us of a new diagnosis or a development in a student's condition where the student will need alternative provision, specialist support or adaptations to the curriculum in order to access education at our school.

Although the school can identify special educational needs, and make provision to meet those needs, we are not able to make diagnoses. However, we can signpost parents to the most appropriate route in order to pursue a diagnosis if necessary.

Around 25-35% of our pupils are identified as needing SEN support (SENS) or an EHC plan (Education, Health and Care Plan). This is above the national average and means that there will be pupils with SEND in every class.

Types of SEN

Types of SEND which we currently have in the trust, include pupils with a formal diagnosis as well as those with learning profiles that would be consistent with a diagnosis:

Communication and Interaction

- Autistic Spectrum Disorder
- Significant language delay
- Speech and language disorder
- Selective mute

Cognition and Learning

- Dyslexic/dyscalculic difficulties
- Moderate learning difficulties
- Global developmental delay
- Downs Syndrome

Social, Emotional and Mental Health

- ADHD
- Attachment disorders
- Emotional difficulties
- Social difficulties
- Anger management difficulties
- School refusers
- Significant self-esteem and confidence issues
- Mental health difficulties

Physical and Sensory

- Visual Impairment
- Hearing Impairment
- Feeding Disorders
- Mobility difficulties
- Cerebral Palsy

Medical Needs

- Epilepsy
- Blood clotting disorder
- Diabetes
- Genetic disorder
- Cystic Fibrosis
- Medical condition requiring PEG feed

Levels of Response

Within the SEN Code of Practice 2015, SEN is categorised as either SEN Support or EHC. The Welfare Team breaks this down further to support school staff to ensure all pupils' needs are met as fully as possible. When pupils have been identified as having SEN and have been placed on the Special Support Database at SEN Support, the Welfare Team identifies their level of need in the following ways:

- Monitoring (not recorded as SEN)
- Targeted SEN support
- Complex need
- EHCP

Type and code	Description
Monitoring (M)	Pupils who have been identified as low prior attainers through statutory end of key stage assessments. Pupils who have continued to make inadequate progress despite universal quality first teaching and having received one cycle of intervention following an initial identification of inadequate progress. Pupils where teachers or parents have raised initial concerns that are being monitored. Pupils who have been taken off the SEN Support database within the last academic year
Targeted SEN Support (TSS)	Pupils who are identified as requiring this level of support through the Access to Education toolkits. Pupils will have targets taken from the next steps from the assessments completed on the Language/Literacy and Numeracy toolkits. The next steps are set specifically to close

	<p>the gaps in learning and skills and to outline personalised provision. The Access to Education teaching and learning ideas will be used to support this provision.</p> <p>Pupils are also identified as needing targeted SEN support if they have a social, emotional or mental health need that has been identified and where the student requires significant, ongoing mentoring to enable them to access the curriculum fully.</p> <p>Pupils will have an individual profile on Edukey Provision Map including a one-page profile, detailing their needs, targets for the term and the strategies in place to support them. All targeted provision will be recorded on the Edukey Provision Map system. There will be a termly SEND review for pupils at targeted SEN Support.</p>
Complex needs (C)	<p>A pupil will be considered as having a complex need if they have a diagnosis of any sort or a complex medical need requiring significant support in school. A pupil with a complex need may have an SEN Support Provision plan or may go through statutory assessment for an Education Health and Care Plan. All Pupils with a complex need will usually be known to at least one of the specialists outside agencies who support the school.</p> <p>Pupils with complex needs will have an individual profile on Edukey Provision Map, including a one-page profile and targets taken from the next steps from the assessments completed on the Language/Literacy and Numeracy toolkits. The next steps are set specifically to close the gaps in learning and skills and to outline personalised provision. The Access to Education teaching and learning ideas will be used to support this provision. Any professional who supports the pupil are encouraged to contribute to the one-page profile along with their parents. One-page profiles are written in collaboration with the pupils and their parents. All provision will be recorded on the Edukey Provision Map system.</p> <p>Pupils with a complex medical or physical need may also have an individual health care plan, management plan and personal evacuation plan detailing all aspects of their medical care, health and safety issues, fire evacuation plans, and reasonable adjustments required. These are discussed and agreed with parents and reviewed annually or more frequently if needed.</p> <p>Pupils with complex SEND may require a higher level of additional adult support or specialist provision which will be detailed in an SEN Support Provision Plan. An SEN Support Provision Plan is written in collaboration with all professionals who support the student and the parents.</p> <p>There will be a termly SEND review for Pupils with complex needs, held with the class teacher which parents will be invited to. Pupils with an SEN Support Provision Plan will also have an annual review of the SEN Support Provision Plan which will be submitted to the Local Authority.</p>
Education, Health & Care Plan (EHCP)	<p>Pupils who have an Education, Health & Care Plan will have statutory outcomes and provision which must be addressed by the school. Some pupils with an EHCP will require intensive, high-level support to meet their needs. There will be a termly SEND review for Pupils with an EHCP, held with the class teacher, which parents will be invited to. The Lead Practitioner for Inclusion and SEND may also attend these termly review meetings. There will also be a statutory annual review of the EHCP, which all professionals involved, and parents will be invited to.</p> <p>Pupils with an EHCP will have an individual profile on Edukey Provision Map, including a one-page profile and targets taken from the next steps from the assessments completed on the Language/Literacy and Numeracy toolkits. The next steps are set specifically to close the gaps in learning and skills and to outline personalised provision. The Access to Education teaching and learning ideas will be used to support this provision. Pupils with an EHCP will also have short term targets that are set at each annual review. These short-term targets are set specifically to meet the outcomes set out in the EHCP. Any professional who supports the student are encouraged to contribute to the one-page profile along with their parents. One-page profiles are written in collaboration with the student and their parents.</p>

Specialist Support/ Statutory Assessment

For the majority of pupils with Special Educational Needs and Disabilities, their needs can be met within their local mainstream school without an EHCP or specialist support. If, a pupil is identified as having a significant complex need, requiring a high level of support to access a personalised curriculum, and there has been multi agency involvement over a period of time with evidence of monitored targeted intervention, it may be considered that enhanced provision or specialist services are needed in order to meet the child's needs. If this is the case, the Lead Practitioner for Inclusion & SEND will make a request for enhanced provision and specialist services to the decision making group using an SEN Support Provision Plan.

In some exceptional circumstances, the school, may think that an Education, Health and Care Plan is required, particularly if the parents have indicated that they may want to consider special provision. This would be a request for statutory assessment. If the school thinks statutory assessment is needed the Lead Practitioner for Inclusion & SEND will call a Team around the Child meeting where all professionals who have been involved with the pupil and family will meet with the parents and child (if appropriate) to discuss the pupil's needs and provision. A decision will be made about whether a request for statutory assessment should be made. The request will be partially prepared at this meeting and will be completed by the Lead Practitioner for Inclusion and SEND. It will then be submitted to the Locality Authority (SENAR) for consideration. If the Local Authority (SENAR) agree to proceed with the assessment, they will begin to gather evidence from all professionals involved in order to decide whether to issue a plan. If a plan is agreed, a draft version will be issued for all professionals and parents to feedback on. This will be approximately 12 weeks after the assessment starts. At this time, parents will be asked about their preference for school placement. The final EHCP should be issued within 20 weeks of the assessment starting, which is approximately 26 weeks after the request was received by the Local Authority (SENAR).

If the request for statutory assessment is denied by the Locality Panel, parents have the right to appeal and can be supported in this by the SEND information advice and support service (0121 303 5004).

Working with Parents

We aim to have strong, positive, and informative relationships with all our parents. If a pupil is experiencing difficulties, parents will be informed either at parents' consultations (autumn and spring terms) or during informal meetings to discuss the pupil's progress. As the parents will have been regularly informed of the teacher's concerns and their child's difficulties, it should not come as a shock when they are informed their child needs additional support and has been placed on the Special Support Database. Parents will initially be informed that their child has been placed on the SEN Support Database through a conversation with either the Lead Practitioner for Inclusion and SEND or the Assistant Headteacher for the phase.

Once a pupil has been identified as having SEN and has been placed on the Special Support Database, the school will formally notify parents via letter. Once the pupil's targets and one-page profile have been established the school will arrange to share them with parents. This should be within three weeks of the formal letter being sent to parents. The pupil's progress is reviewed termly and discussed with parents at the SEN review meeting.

The pupil's views on their progress and support will be sought at least every term.

All parents of pupils on the Special Support Database will be given the opportunity to meet with the Lead Practitioner for Inclusion & SEND if needed by making an appointment.

Support for pupils with complex needs, SEN Support Provision Plans or An Education, Health Care Plan

Most pupils with complex needs, an SEN Support Provision Plan or an EHCP will have their needs met within their class with some additional support available to them. This support may be through small group intervention, through mentoring or on an individual basis and will be tailored to meet the pupil's individual needs. Where support is required on an individual basis, it will be provided by a Senior Inclusion Support Worker or Apprentice SEN Teaching Assistant. Other support may be provided by Teaching Assistants or Learning Mentors.

Support for pupils within a Resource Base

Some of our primary school have a Resource Base. A Resource Base is a more specialist setting which provides bespoke provision to the pupils who have a place within it. Our Resource Bases are designated to support pupils with Autism across the primary age range. Pupils must have an EHCP to be allocated a place within a Resource Base. The Local Authority decides when pupils should be offered a place in a Resource Base and will consult with the school to determine whether the pupil's needs can be met within that Resource Base. Each Resource Base has it's own capacity depending on the environment where it is located. Pupil's in a Resource Base will have a bespoke, personalise curriculum that reflects their needs. Pupil's will join sessions in mainstream classes where they are able to. Each Resource Base has a Resource Base teacher and Senior Inclusion Support Workers, working on a minimum ratio of 1 adult to 3 children.

Interventions to support Teaching and Learning

The Trust believes that all pupils learn best with the rest of their class. Our aim is for all pupils to be working independently, in class, fulfilling their potential. Pupils with SEN and disabilities are entitled to be taught by a teacher. Teachers aim to spend time each day working with all pupils with SEND, individually or as part of a group.

At times, pupils on the Special Support Database may need to take part in an intervention that takes place outside of their classroom. The schools in the Trust use evidence-based interventions, which are tracked on Edukey Provision Map. When considering an intervention, the Welfare Team looks first at the pupil's profile of learning in order that they can select the intervention which is best matched to the pupil's needs. Interventions are planned in six-week blocks. At the end of each block, the progress of each pupil is informally reviewed. A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class. The Senior Leadership Team in each school monitors all interventions to identify the impact of each programme. Interventions are tracked on Edukey Provision Map software. Interventions may be delivered by Teaching Assistants, Senior Inclusion Support Workers, Welfare Practitioners or teachers

Adaptations to the Learning Environment

The schools within the Trust aim to be as accessible as possible. Adaptations to the physical environment will be made, as appropriate, to accommodate pupils with physical or sensory disabilities. All our classrooms are accessible, and we aim to teach in a way that will support pupils with specific difficulties. This is good practice to support all pupils but is vital for those who particularly need it. All our pupils access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class scaffolding and adaptation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Access to extra-curricular activities

All our pupils have equal access to before school, lunchtime and after school clubs, which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptations to meet the physical and learning needs of our pupils with SEND. Educational visits, wow experiences and residential visits are part of our curriculum, and we aim for all pupils to benefit from them. No pupil is excluded from an Educational Visit because of SEN, disability or medical needs.

Staff Expertise and Training

All our teachers are trained to work with pupils with SEN. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all pupils effectively. We offer training and self-help opportunities through access to bespoke in house PLD opportunities, provision of books or leaflets and guidance towards useful websites or access to resources in a shared area.

Staff are given the opportunity to develop their skills by working with our outside agencies for either individual, paired, year group, phase or whole school training opportunities.

Transition Arrangements

Transition into and within school

We understand how difficult it is for pupils and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes, including from the nursery, as smooth as possible. This may include, for example:

- Additional meetings for the parents and pupil with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

We pride ourselves on the strong links we have with our local feeder secondary schools. The Welfare Team hosts transition coffee mornings with feeder secondary schools where parents and pupils can meet staff from the secondary school. Key staff from the Welfare Team join the transition coffee mornings which enables discussions around specific pupils to take place. In addition, individual needs of pupils with SEND are discussed with the SENCO of the appropriate secondary school through a separate meeting.

For pupils with an SEN Support Provision Plan or EHC Plan, a transition annual review is held in the Spring Term of year five, giving parents the time to consider secondary placement for their child and to visit a number of secondary schools. In the summer term of year 6 a person-centred review will be held with the parents of pupils with an EHCP or SEN Support Provision Plan involving key staff from the secondary school and any personnel from outside agencies who have been involved with the pupil. Additional transition arrangements may be made at these reviews e.g., extra visits, travel training etc.

Board of Trustees

It is the statutory duty of the Board of Trustees to ensure that the Trust follows its responsibilities to meet the needs of pupils with SEND following the requirements of the SEN Code of Practice 2015.

Academy Committee Representatives

There is a named Academy Representative for each school with responsibility for SEND. They meet with the Lead Practitioner for Inclusion & SEND every term to review how the school is meeting the requirements of the SEN Code of Practice 2015.

Birmingham Local Offer

A link to the Birmingham Local Offer can be found within each school SEN information report which is available on our school website.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

Review

This policy will be reviewed annually, or more regularly in the light of any significant new developments or in response to changes in guidance.