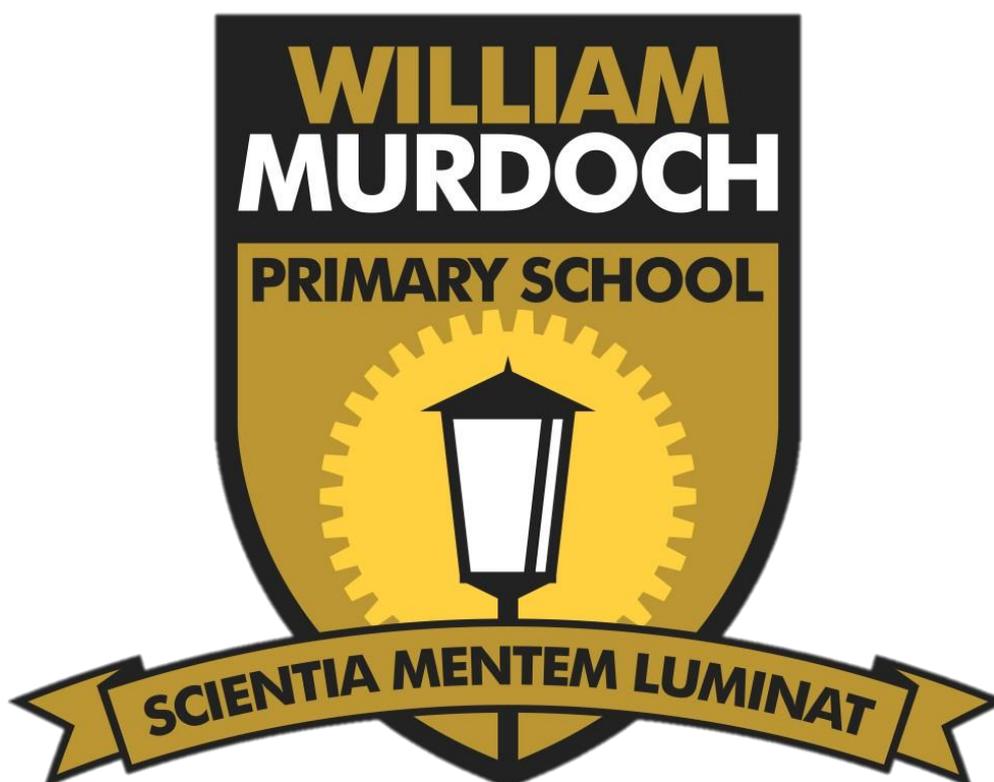


William Murdoch Primary School



SEN Policy

Approved by: Mr D R Chopra **Date:** March 2022

Last reviewed on: November 2019

Next review due by: March 2023

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Definitions	2
4. Roles and responsibilities	2
5. SEN information report.....	3
6. Monitoring arrangements	7

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

2. 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 co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO's are Mrs M Pannu and Mrs K Kullar.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Work with parents to ensure they are updated with progress and advice from external agencies
- Monitor the progress made by SEN pupils and use this information to inform future decisions on teaching and learning

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO's to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO's and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class, including those with a special educational need or disability
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO's to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy
- Ensuring they follow SEN Support Plans so that pupils receive the correct provision required
- Work closely with parents to ensure all stake holders have the correct information
- Make reasonable adjustments to their classroom practice to ensure all pupils are able to access the curriculum and where this is not possible to inform the SENCO's

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs and behavior.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with parents and pupils (where appropriate) 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
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support through a letter attached to the child's SEN Support Plan.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will assess the pupil's needs through a variety of assessments:

- Teacher assessment
- Standardised testing (PiRa)
- Half termly progress checks
- Age Related Expectations
- Retrieval practice
- Specialist assessments (BPVS, memory, YARC)
- End of Key Stage assessments
- Phonics Screening

The information gathered through the assessment process and advice from external agencies will help inform class teachers of outcomes for the child's SEN Support Plan. The Support Plan will also identify the provision, support and teaching strategies the child will need. The support plans will be shared with pupils

and their parents. The outcomes will be reviewed termly and both parents and pupils will take an active role in the review process.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to.

Where necessary, the school will work with the next provider to ensure smooth transition. This will also be the case for pupils transitioning to the school. Additional transition days and booklets can be provided where it is thought a child may need additional support.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be scaffolded for individual pupils. At William Murdoch Primary School we value the importance of independence and therefore adult support may not always be seen as the best possible way of supporting pupils with Special Educational Needs.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Scaffolding our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, additional resources, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Ensuring that all pupils are seated in the most appropriate part of the classroom
- Displays and class environments is not over stimulating and acts as a learning aid
- Providing specialist equipment where needed

5.8 Additional support for learning

We have several teaching assistants who are trained to deliver interventions such as:

- Precision Teach
- RWI
- Words First
- Maths Pre-Teach
- Focus on Comprehension
- WellComm
- Speech Link
- Herts for Learning Fluency Project
- Pastoral / Mentoring Support
- Bereavement Support

We work with the following agencies to provide support for pupils with SEN:

- Pupils and School Support
- Educational Psychology Service
- Communication and Autism Team
- Hearing Impairment Team
- Visual Impairment Team

- Physical Disability Support Service
- Speech and Language Therapists
- Physiotherapy Service
- School Nurse Service
- Forward Thinking Birmingham

5.9 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans
- Holding independent reviews of SEN in school

5.10 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip to Govillian Activity Centre.

All pupils are encouraged to take part in sports day/school plays/cultural evening/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.11 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to take part in school clubs
- All pupils will have the opportunity to learn to play a musical instrument
- When pupils require additional support the school's pastoral manager will mentor pupils through a number of different activities
- Teaching assistants encourage pupils to take part in games during unstructured times

We have a zero tolerance approach to bullying.

5.12 Working with other agencies

When the SENCO feels a child requires additional help that the school cannot offer, referral to external agencies may be made. Each agency will have the own referral system that the school will follow. Before any referrals are made the SENCO will meet with parents to discuss the referral. Only once permission from parents has been gained will the referral be submitted to the relevant agency. Where possible feedback from the work external agencies have carried out will be given to the school alongside parents.

5.13 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.14 Contact details for raising concerns

If you wish to discuss your child's educational needs or are concerned about your child's progress, please contact the following members of staff:

1. The Class Teacher
2. SENCo's – Mrs M Pannu & Mrs K Kullar
3. Deputy headteachers – Mr A Matthews / Mrs M Pannu
4. The headteacher – Mr M Singh

A meeting can be arranged via the school office or alternatively you can contact the school on 0121 554 0999

5.15 The local authority local offer

Our local authority's local offer is published here: <https://www.birmingham.gov.uk/localoffer>

6. Monitoring arrangements

This policy and information report will be reviewed by governing body annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.