



**Harper Bell Adventist School**  
**SEN Policy**  
2020-2021

## Introduction

Harper Bell Adventist School is a caring community, whose values are built on Christian foundations, encouraging mutual trust and respect for all. We aim to promote a Christian ethos and use our best endeavours to ensure that all children fulfil their potential. We believe that all children have the same entitlement to access all areas of the school curriculum. Each child is valued as a unique individual and we are committed to providing the best learning opportunities within the school.

## Aims and Objectives

- To create an ethos and educational environment that is person-centred, and has the views and needs of the child at its heart along with their families/carers.
- To identify pupils with special educational needs as early as possible and that their needs are met.
- To have in place systems whereby teachers are aware of such pupils and take responsibility for the progress and development of pupils in their class.
- To provide all our pupils with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- To be sympathetic to each pupil's needs by providing a strong partnership between children, parents, governors, Local Authority and outside agencies.
- To ensure all pupils make effective progress and realise their full potential.
- To ensure all pupils take a full and active part in school life.
- To work with other schools to share good practice in order to improve this policy.
- Treat all applications equally and we will not discriminate against pupils with special educational needs

## Special Educational Needs and Disability is defined as:

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a **significantly greater** difficulty in learning than the majority of others
- Has a disability which prevents them from using mainstream educational facilities

Special Educational Need provision is that which is **additional to or different from** the educational provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area.

As Stated in the New Code of Practice (2014) there are four broad categories of need:

- **Communication and Interaction** – this includes pupils with specific needs such as Autistic Spectrum Disorder
- **Cognition and Learning** – this includes specific learning difficulties such as Dyslexia
- **Social, Mental and Emotional Health**
- **Sensory and/or physical**

Even though these areas of need are very broad, we also consider the needs of the whole child. We recognise other factors may also impact on a pupil's progress such as disability, attendance and punctuality, health and welfare, being in receipt of the Pupil Premium (PP), Under the provision of Children's Social Care or being a Looked After Child (LAC), being a child of a service woman/man.

***"Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN". (Code of Practice 2014)***

When organising additional support it is very important that we provide children with Special Educational Needs with a broad and balanced curriculum with regular access to all subjects and areas of learning. We believe that pupils with Special Educational Needs should not be routinely segregated from their class teachers and peers, and seek to include them as much as possible within their class.

We will ensure that Teachers and Teaching Assistants (TAs) are prepared for dealing with the challenges and complex difficulties posed by pupils with Special Educational Needs by providing structured training on a variety of Special Educational Needs issues. We believe teachers are responsible for pupils' learning and that teaching assistants will be used effectively to provide the necessary support for pupils with Special Educational Needs within the classroom.

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. We ensure the entitlement of all pupils to a broad and balanced 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.

The local offer outlining our SEND provision is fully documented on our school website. Birmingham Education Authority's local offer, which has a wealth of information about provision available in Birmingham, can be accessed through the following link: [www.mycareinbirmingham.com](http://www.mycareinbirmingham.com)

The school is responsible for allocating SEND resources to meet pupils' needs from their SEND Notational budget (up to £6000). For pupils with statements or EHCP, whose needs require more than the nominated amount, we can apply for TOP UP funding in order to meet their individual needs.

Resources ( including staffing ) are allocated on an individual needs basis. Children with SEND receive appropriate support depending on their need. In practice this could be through some 1-1 support, group support from a Teaching Assistant or a Learning Mentor or support from outside agencies such as Speech & Language therapists, Play therapist etc.

### **How Pupils with SEN are identified**

The school's particular arrangements for assessing and identifying pupils as having SEN also form a part of our published **Local Offer** which was produced in consultation with parents in cooperation with the Local Authority and with due regard to the general duties to promote disability equality.

At Harper Bell we also use a number of indicators to identify pupils' special educational needs. Such as:

- Observations.
- Information from the child.

- Close analysis of data including: EYFS, termly, yearly and end of key stage assessments, reading and spelling ages. Non-verbal assessments and annual pupil assessments, including specialised assessments carried out by members of the school's support services.
- Any teacher or support staff concerns.
- Following up parental/carers concerns.
- Tracking individual pupil progress over time.
- Liaison with feeder schools on transfer.
- Information from previous schools. Information from other services.
- Very close liaison at the outset with EYFS staff, the SENCo and parents.

## **Procedures and practice Teaching and Learning**

### **We provide Quality First Teaching for all children with:**

- a broad and balanced curriculum
- a curriculum which is differentiated to their needs
- a range of teaching strategies to meet their needs
- Individual Target Plans or SEN support plans which set a small number of targets, closely matched to the pupil's needs which are linked to the Language and Literacy Toolkit and the Maths Toolkit
- We will ensure where possible, that provision is matched to need.

### **The school aims to provide a variety of provision through:**

- Whole class teaching, in-class support either individually or in small groups with specialist teachers where possible and/or Teaching Assistants;
- withdrawal support either individually or in small groups with specialist teachers, Teaching Assistants, Learning Mentors or Play Therapist
- Providing pupils with differentiated activities to match the needs of the individual.
- Making adaptations to the classroom to suit the needs of individual pupils
- Providing additional classroom resources as necessary such as coloured overlays for visual difficulties, pencil grips for fine motor difficulties. Distraction screens / weighted lap mats, fiddle box, ear defenders etc.
- Reducing barriers to learning for example supporting parents to ensure good attendance.
- Making adaptations to the physical environment in order to assist accessibility and meet the needs of individuals

## **Organisation – Assess, Plan, Do, Review Cycle**

**Early Identification:** We feel it is vital that pupils with special educational needs are identified at an early stage. Every teacher in this school is responsible for identifying pupils with special educational needs.

We will inform parents at the earliest opportunity of the school's concerns and that the appropriate special educational needs provision has been made for their child. We will use the Language and Literacy Toolkit to identify the areas of need for Speaking and Listening, Reading and Writing and the Maths Toolkit for targets in maths.

**At each stage we will follow a model using a Graduated Approach of Assess, Plan, Do and Review.** This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions, which are the most effective in supporting the pupil to achieve good progress and outcomes.

## **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process (referred to as an educational, health care plan (EHCP)) which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an EHCP will be taken at a progress review meeting.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEN Local Offer:

<http://www.birmingham.gov.uk/localoffer>

## **Education, Health and Care Plans (EHCP)**

- a) Following Statutory Assessment, an EHC Plan will be provided by Special Educational Needs Assessment and Review (SENAR), if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil.

## **Annual Reviews**

The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support. Annual reviews are carried out in accordance with the COP. At Harper Bell we use this time to bring together all the professionals involved, to consider the progress the pupil has made over the previous 12 months and whether any amendments need to be made to the description of the pupil's needs or the provision in the statement/EHCP. The child's view is taken into account prior to the meeting. A review meeting might recommend amendments to the statement if:

- Significant new evidence has emerged which is not recorded on the statement.
- Significant needs recorded on the statement are no longer present.
- The provision should be amended to meet the child's changing needs and the targets specified at the review meeting.
- The child should change schools, either at the point of transfer between phases or when a child's needs would be appropriately met in a different setting.

For pupils in Year 5 the annual review is used as a means of declaring the secondary phase provision required. During the annual review we record the views of any people involved with the child. The evidence received, and comments on the evidence, together with an account of the review meeting form the basis of the report.

### **How needs of pupils who qualify for SEN Support are managed**

- No additional support – usual QFT strategies will be used to support pupil in making appropriate progress
- or
- ITP driven QFT (Universal Support) – class teacher develops Individual Target Plan for pupil and uses to inform planning and make learning in lessons more personalised. This ITP will inform appropriate Learning Objectives for the pupil which are stretching and relevant.
  - ITP plus additional support (Targeted Support) – class teacher, SENCo, pupil and parents are involved in developing an Individual target plan to inform planning. In addition appropriate interventions and support strategies are identified for addressing the acquisition of specific skills. A formal review date is set.
- or
- ITP plus enhanced support (Specialist Support) - class teacher with the SENCo, pupil and parents work together to identify to consider involving appropriate specialists, for example, health visitors, speech and language therapists, Portage workers, educational psychologists or specialist teachers. The identified group then work together to plan appropriate support for the pupil.

### **Individual Target Plan/additional targeted support -**

Intervention can be triggered through concern that despite receiving **quality first/differentiated** teaching pupils:

- make little or no progress
- work at levels significantly below others of a similar age
- show persistent social, emotional or mental health difficulties
- have sensory or physical problems which hinders progress
- experience communication or interaction difficulties, which require an individual specific intervention in order to achieve access to learning
- show difficulty developing literacy or numeracy skills
- have sensory or physical problems, which continue despite the use of specialist equipment
- have communication and / or interaction problems, which continue despite curriculum differentiation

**The SENCO** will consider an appropriate approach such as:

- providing different materials or equipment
- using extra staff to work closely with the pupil
- more effective strategies via staff development or training
- group support
- devising interventions and monitoring their effectiveness by providing extra adult time
- Outside agency support staff for advice on strategies and equipment or staff training

### **The SENCO will: -**

- consult with parents
- give advice and support the class teacher
- ensure an appropriate Individual Target Plan (ITP) or Special Educational Support Plan is in place which will record strategies for pupil progress by concentrating on three or four individual targets that closely match the pupil's needs
- ensure reviews take place termly or at least twice a year and will record the extent to which targets have been met
- ensure that new targets are set, new strategies are outlined and the provision made
- ensure relevant background information is in place

If at the reviews it is considered the pupil has not progressed and the attainment gap is not narrowing, then the SENCO will consider increasing intervention through **Individual Target Plan/enhanced specialist support**.

### **Individual Target Plan/enhanced specialist support.**

- Intervention can be triggered through concern that despite receiving differentiated teaching and additional support pupils: -
- have made little or no progress
- are working at National Curriculum expectations well below that expected of a child of a similar age
- still face difficulties in developing literacy and numeracy skills
- present persistent social, emotional or mental health difficulties
- have sensory or physical problems, which require additional specialist equipment and advice from specialists
- have communication or interaction problems which prevent the development of social relationships

### **Team around the Child Meeting is triggered when:**

- a pupil who has continued to receive a high level of enhanced specialist support, where a range of interventions and specialist support are given but
- still makes little or no progress in specific areas over a long period of time.
- continues to work at National Curriculum levels considerably lower than expected for a pupil at a similar age, where the attainment gap continues to widen
- continues to experience difficulty in developing literacy/numeracy skills
- has social, emotional or mental health difficulties that impede their learning has sensory or physical needs that require additional specialist equipment,
- advice or visits from specialist teachers
- has communication or interaction difficulties that impede the development of social relationships, presenting barriers to learning

At this point, in consultation with parents and all agencies involved, a decision is made to continue with the enhanced level of support or request for assessment to the Local Authority is made.

### **Assessment for Learning**

The school has also established a procedure for on-going diagnostic assessments

and standardised tests which are carried out by outside agencies. However, it also takes into account teacher observations, records from feeder schools and information from parents which provides an overall picture of a child's problems and subsequent needs.

### **Examinations and Access Arrangements**

SEN pupils have access to concession time, a scribe, a reader and rest breaks, if required. The SENCo, class teacher and leadership team work collaboratively to ensure that pupils are given every opportunity to demonstrate their true ability in tests.

### **Transition**

At Harper Bell transition is strategically planned so that children experience the minimum of anxiety or upset. When children approach transition from classes and/or key stages they are involved in a number of "transition days" when they spend time in their respective classrooms being taught by their "new" teachers. Similarly when children are in Year 6 they take part in a number of taster days at local secondary schools and experience a typical day there. Children with SEN, if it is thought appropriate, can receive additional support during these transitions.

### **Admissions**

All children have an equal right to inclusion and we adhere to Birmingham LA Admissions procedures for admissions (see Admission Policy, available on the school website). The procedures upon admission of any child includes the collection of all the relevant information about a child from their previous school which the head teacher passes on, if necessary, to the SENCO in order to allocate resources or contact relevant support services. A New Entry Assessment pack completed within the first few weeks of a child's admission also indicates any missed issues, which we can act upon swiftly.

### **Supporting Pupils at School with Medical Conditions**

At Harper Bell we are aware that children can have medical needs. In line with guidance from the LA, the school aims to meet these needs through detailed medical plans. Whilst Harper Bell is not adapted to meet severe medical needs, every effort is made to overcome constraints imposed by the type of building. When we are made aware of a medical need, this is passed on to the class teacher and SENCo by the administration team upon admission. A medical plan is then drawn up with the help and guidance of the school nurse where appropriate. The school recognises that children with medical conditions should be properly supported so that they have full access to education. Reasonable adjustments are made so that they have access to the curriculum (including physical education) and extra-curricular activities, such as school/class trips, performances and after-school clubs.

### **Monitoring and Evaluation of SEN**

Monitoring and Evaluation of SEND Provision will be through conducting Learning Walks, work scrutiny, Pupil and Parent Questionnaires and feedback during ITP and SEN support review meetings.

Annually evaluating the School Local Offer for SEND, involving both parents and pupils.

Impact of planned provision and interventions carried out by Teaching Assistants, Learning Mentors and Class Teachers.



## **Homework/ Parent Partnership**

We believe that a close partnership with **parents** will enable pupils to progress. Parents have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for the child. Pupils with special educational needs will benefit from the school's close working relationship with the numerous **external support agencies**, which offer advice and support.

We feel that the provision for special educational needs in this school will benefit from the close links we have with **other schools** by the sharing of good practice and in making the transition between phases as smooth as possible for the pupils.

### **Parents will have opportunities to:**

- Termly parents' evenings with written progress reports
- Additional termly SEN Support meetings. For Targeted support pupils this will be organised by the class teacher. For specialist support pupils this will usually be organised through the Inclusion Manager
- If your child has a statement/EHCP you will be invited to participate in the annual review.
- Feedback from outside agencies – this may be done either directly through liaising with the specialist support service or via the Inclusion Manager.
- Where appropriate pupils will be invited to attend their reviews and their views will be sought. If this is not appropriate pupils' views will be sought separately.

### **Extra-Curricular Opportunities**

We will include and support all pupils with SEND in all activities including off site visits and extra-curricular opportunities such as breakfast, lunchtime and after school clubs.

### **Equal Opportunities**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

### **Key Persons and Responsibilities**

The SENCO will:

- work with the Head Teacher to oversee the day to day provision for pupils with special educational needs within the school
- lead the development of special educational needs throughout the school;
- provide guidance and support to all staff
- organise and manage the team of TAs
- prepare and keep up to date SEN support plans
- track the progress of children with special educational needs
- organise training for school personnel
- keep up to date with new developments and resources
- liaise with parents
- organise annual reviews
- meet with outside agencies
- work with feeder or transition schools
- review and monitor

- annually report to the Governing Board on the success and development of special educational needs
- Update and review the Schools Local Offer and publish it on the website
- The Nominated Governor will:
- work closely with the SENCO
- ensure this policy and other linked policies are up to date
- ensure that everyone connected with the school is aware of this policy
- annually report to the Governing Body on the success and development of this policy

#### **The Nominated Governor will:**

- work closely with the SENCO
- ensure this policy and other linked policies are up to date
- ensure that everyone connected with the school is aware of this policy
- annually report to the Governing Body on the success and development of this policy.

#### **Reviews**

The effectiveness of the **SEN Provision** provided will be reviewed annually by the Governing Body and reported to parents in the Annual Governors Report. A review of the **Special Educational Needs policy** document is undertaken every year. The Special Educational Needs policy is a working document and is kept under constant review.

#### **Compliance**

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

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012
- Equality Act 2010: advice for Schools DFE Feb 2013
- Schools SEN Report Regulations 2014-08-30
- Accessibility Plan
- Safeguarding Policy
- Inclusion Policy
- The National Curriculum in England, Key Stage 1 and Key Stage 2 document, Sept 2013

**Date policy agreed:** December 2020

**Policy to be reviewed: December 2021**