



Special Educational Needs and Disability Policy

Review annually to see if this document has been updated, sign and date when review has been undertaken.

Date	Signed by	Date	Signed by
21.11.2016	E Kealey S Groves	6.9.2023	S Groves E Kealey
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Special Educational Needs and Disability Policy

Every governing body is required by law to publish information about how the school makes provision to meet the special educational needs and disabilities (SEND) of its pupils. Our Special Educational Needs and Disability Policy, the Local Offer/SEND Information Report is available to parents/carers of existing or future pupils of the school on our school website. The Local Education Authority, Inclusion Service, Health Services and any other interested parties may request a copy by; calling into school, accessing policies from our website or by post. Advice on meeting special educational needs in schools is available from the government through 'The Special Education and Disabilities Regulations 2014' and the Local Authorities 'Special Educational Needs Handbook for Education Providers Revised April 2023'. Information for parents on the local offer can be found on the Sandwell website: www.sandwell.gov.uk/send

Rationale

Providing for pupils with Special Educational Needs and Disability (SEND) is just one way in which Annie Lennard Primary School promotes and supports inclusion. We aim to help every child to achieve their full potential through careful and considered planning of work, exciting and well-chosen activities and celebration of effort and success. We aim to recognise and develop the many facets of human potential and encourage our pupils to "have a go" and to not fear failure. We promote self-evaluation and encourage realistic and achievable target setting. The 2014 Code of Practice states, 'Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.'

Objectives

The objective of this policy is to outline how the school complies with the Special Educational Needs and Disability Code of Practice: 0-25 years (DfE 2014) and how this is translated into our school offer.

Statement of entitlement at Annie Lennard Primary School

- The SEND Code of Practice 2014 covers the age range 0-25 range and will be fully implemented in our school.
- It takes into account the views of children and their families in meeting their needs also allowing them choice and guidance in the services they choose.
- It offers guidance on the need to work closely with health and social care agencies.
- For children with the most complex and multiple needs, an Education, Health and Care plan will be put in place. This is underpinned by a graduated assessment approach.
- Children with SEND will receive their full educational entitlement in line with all children, "The Universal Offer" from school and the LA. They will also be entitled to, "The Local Offer" from school and the LA which will address their additional needs.
- Children with an E.H.C plan will be able to name a school of their choice and be entitled to a personal budget.
- Teachers will have the primary responsibility in meeting the needs of ALL children in their care. They will provide a high quality, differentiated curriculum but receive appropriate training so that they can meet the needs of all children in their care.
- SEN provision will be co-ordinated by the SENDCOs (Special Education Coordinator) who are qualified to guide the school in provision and training. Ideally the SENDCOs will be part of the SMT.
- The SENDCOs will maintain an SEND register and provision map for the school.

Identification

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. Class teachers will assess each pupil's current skills and levels attainment on entry, building on information from previous settings. Class teacher then make regular assessment of progress for all pupils, identifying in particular where pupils are making less than expected progress given their age and individual circumstances.

All children with SEND will be identified and assessed as early as possible. Nursery settings should begin the identification process, but as our children come from a variety of settings, the identification process may begin in school.

Areas of need

Special educational needs provision can be considered to fall into four broad areas.

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional
4. Sensory and/or physical

The purpose of identification is to work out what action the school needs to take- not to fit a pupil into a category. In our school, the needs of the whole child will always be considered in this process, as well as any specific issues that have been raised.

Other factors that may impact on progress and attainment that are not considered to be SEND:

- Attendance and punctuality
- Health and Welfare
- Speaking English as an additional language
- Being in receipt of a PPG (Pupil premium grant)
- Being a LAC (Looked after child)
- Being a child of a service man/woman

Identification of SEND is an integral part of the school's on-going monitoring, assessment, recording and reporting process. All children are exposed to a high quality, differentiated curriculum and where the children fail to make expected age-related progress, additional interventions are put in place (See the provision map)¹. Parents will be notified as soon as these additional needs are recognised. This additional support is directed and managed by teachers, SMT and the SENDCOs.

Where a child continues to make little or no progress, despite appropriate, time-limited and assessed interventions, the expertise of an external specialist will be sought. The majority of children will have their needs met within school and with support, will achieve their potential. Children who have social, emotional or physical problems will also have a variety of specific interventions to support their progress in school. Should the child's needs become so severe, an EHC plan may be sought.

Assessments occur throughout the year and are a fundamental part of teachers' performance management in line with the Assessment Policy

Y N & R Baseline assessment including WELCOMM screening and EYFS profile.

Y1 Termly assessments, phonic screening, and NC expectations

Y2 Termly assessments, NC expectations

Y3 Termly assessments, NC expectations

Y4 Termly assessments, NC expectations and times table testing

Y5 Termly assessments, NC expectations

Y6 Termly assessments, SATs and NC expectations

Special Needs Planning, Assessment and Recording

The model recommended in the Code of Practice is assess, plan, do and review this is known as the graduated approach.

Assess, Plan, Do, Review Cycle

Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development.

Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.

Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.

Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.



Entitlements –The School Local Offer

Pupils.

- All pupils will receive a highly engaging, well-planned, motivating curriculum through which they will be able to achieve their potential.
- School will provide a positive, empathetic and nurturing environment in which the needs of all children will, as much as possible, be met. ^[L]_{SEP}
- Children will be supported through areas of difficulty
- School will provide the children with the life-skills they need to survive in our ever-changing world; for example, literacy, numeracy, perseverance, resilience, social, moral and spiritual awareness and confidence in themselves.

Parents.

- Parents are valued in our school and are continually informed about their child's progress. They are invited to termly parent's evenings, but we have an open- door policy where daily communication is encouraged.
- When a child is failing to make expected progress, they will be invited into school and share in the decision process about the support that their child will receive.
- Parents will have a voice in all decisions about their child.

Teachers.

- Teachers have prime responsibility for the children's learning and progress and have the right to receive specific training in order to develop their repertoire of skills to support any child.
- Teachers have a right to receive support from the SENDCO, SMT and other qualified professionals about the strategies to support individual children.
- All teachers have the right to high quality on-going professional development provided by the school or from external providers.

Stages of Intervention

Wave 1

The SEND COP recommends teachers should apply differentiation strategies to address the needs of all pupils in the classroom. These are known as Wave 1 strategies and all teachers are required to meet the needs of all their learners; gifted and talented and less-able learners, and are teachers of special needs.

Wave 2

If Wave 1 is not successful and children do not make progress, intervention strategies (See Provision map, Appendix 1) may be used to support children who are not making an expected level of progress. These are known as Wave 2 strategies.

Wave 3

If the pupil needs additional and different one to one provision e.g. precision teaching, hand-eye coordination exercises, Computer based programmes etc. or special provision within the classroom because of physical, medical or behavioural problems, they should be entered to the school Special Needs register. This is a Wave 3 intervention.

Support from external providers will be sought, if a child fails to make progress despite targeted, high-quality monitored interventions. This will come mainly from the Local Authority. Parents must be consulted before a child placed on the Special Needs Register and give consent: if a parent does not give consent to the programme of work may continue in school, but the child cannot be recorded on the Register and this may hinder further assessment or provision should it be needed at a later stage. The school-based stages are a continuous and systematic cycle of planning, provision, assessment and review within the school.

School Support

- Class teacher, with support from SMT and SENDCO, identifies a child's Special Educational Needs.
- Class teacher continues to adaptive classroom work.
- SENDCO explores with class teacher and SEND support staff what extra provision can be made for the child and puts into place. Child enters the watchful eye category.
- SENDCO and Class teacher inform and liaise with parents, agreeing up to 4 targets and the strategies to address these at school and at home.
- SENDCO records this information on an Learning Passport.
- Learning passports are reviewed termly by the Class teacher with support from the SENDCO.
- In conversation with the parent and following the Assess, Plan, Do, Review cycle the child is added child onto the Special Needs Register.
- SENDCO shares responsibility with the class teacher for gathering information and identifying suitable interventions to support the child's progress.
- SENDCO continues to co-ordinate the child's Special Educational Provision and monitoring of progress against targets.
- SENDCO liaises with parents, class teacher and Learning Support Assistants about progress.
- SENDCO works with SEND support staff and class teachers to ensure pupil assessments are updated as part of review process
- SENDCO seeks further advice and support from other agencies.

Personalised Curriculums

In line with a whole-school approach to adaptive teaching, children who are working more than two years below age-related expectations will access a personalised curriculum. This will be delivered within the classroom, with pupils completing work at an appropriate level for their attainment. The curriculum will follow the same themes as the rest of the class, while specifically addressing gaps in knowledge and understanding at the level at which the children are working, ensuring inclusion, targeted support, and meaningful progress is made.

Formal Assessment for an Education and Health Care Plan

Children who are not making progress, despite accessing support in school and from the Local Authority, may qualify to apply for an EHCP. If your child continues not to make expected progress despite specialist interventions and significant additional support you may feel that you should ask for an assessment for an Education, Health and Care Plan (EHCP). In this case, if your child is at school or nursery, you should first talk to the Special Educational Needs Co-ordinator (SENDCO) or the Headteacher. The school should then move quickly to call a Community Assessment Meeting (CAM) to map out the next steps.

A CAM is a vehicle to have an in-depth discussion about your child's needs and progress and to consider reports from the school and any other professionals working with your child. There will also be the opportunity for you and your child to make your views known.

A CAM can have two outcomes:

- It is agreed that your child's special educational needs can be met from resources that are currently available to the school and that an EHCP is not required at this time. This will be kept under regular review
- It is agreed that your child's special educational needs can only be met by provision available through an EHCP and that an assessment should be started (in line with the [legal test in the 2014 Children and Families Act](#)). In this case the school will communicate this conclusion to the LA and it will be considered at the next Assessment and Moderation Panel (AMP) where the final decision will be made. You can find out more about the legal test on the [IPSEA website](#).

At all times you have the right to request an assessment directly from the LA but we would urge you to do this in co-operation with the school. (taken from the [Family Information Service Hub | Community Assessment Meeting \(CAM\) \(sandwell.gov.uk\)](#))

What is an Education and Health Care Plan?

The Education, Health and Care (EHC) plan is an exciting new way of working that puts you – children, young people and families – at the very centre of the assessment and planning process, to make sure that your views are not only heard but also understood. This is called person centered planning and is all about increasing your choice and control. This new process focuses on what is important for children and young people – what they and you want to achieve now and in the future. An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

The Role of the Special Educational Needs Co-ordinator

- To ensure all staff deliver appropriate teaching for the children with special educational needs through consultation, monitoring and training.
- To provide professional support and advice to colleagues.
- To ensure that effective targets are set, monitored and progress recorded for children with SEND in collaboration with other key staff.
- To set up and maintain a central resource base for use with children with special needs.
- To initiate and develop contact with the LA support services and outside agencies in relation to children with special needs.
- To ensure that parents of children with SEND are kept informed of their progress at least termly and fully involved in their child's learning
- To ensure all pupils are involved and aware of their choices where possible
- To encourage and support parents of special needs children in the education of their children.
- To provide information to parents about the variety of support available both in and out of school
- To actively encourage and build up the self-esteem of SEND pupils and ensure they achieve their potential.
- To maintain a professional awareness of developments affecting special needs and to communicate these to the head teacher and staff.
- To help where necessary, to liaise with secondary schools to ensure continuity of support.
- To maintain a register of children with special needs
- To report annually to governors and update the SEND policy, Local Offer and information pack.
- To monitor teaching and learning for special needs pupils in line with the school monitoring policy and monitoring cycle, reporting back to the Head, staff and governors
- To prepare and submit paperwork required to apply for EHC plan.
- To ensure the impact of any additional funding provides value for money.
- To attend LA training and to update personal knowledge.
- In line with current legislation, SENDCO will be a class teacher and receive training to achieve current SENDCO qualification.

The Role of the School Governors

It is the duty of the Governing Body to maintain a Special Needs Policy for their school and to make appropriate arrangements to identify and meet the needs of the pupils. They must endeavour to ensure that any registered pupil with specified educational needs has the required provision. They must also ensure that all teachers in the school are aware of the importance of identifying and providing for those who have special educational needs. They will annually publish information for all parents and other relevant parties regarding SEND provision in the school. Governors will work to ensure that employees do not act in such a way as to render them vulnerable to a claim for compensation. They will also work to ensure that employees receive appropriate guidance and support the governing body in meeting their duties to pupils. The governors will also deal with parent complaints using the normal complaints procedure

Special Educational Needs and Disability In-Service Training

It is vital that the SENDCO keeps up to date with the relevant legislation and changes to the Code of Practice and new developments in meeting the needs of children with SEND.

Where appropriate, the SENDCO will ensure staff are trained in any changes which may affect our present policy and practice. The LA provides a variety of courses available to the SENDCO and other staff.

Pupils with Medical Needs

See separate policy

Gifted and Talented Pupils

Gifted and Talented and More Able pupils are also recognised as having special needs. The needs of these pupils are addressed in a separate policy.

Current Information

SENDCO

Elle Kealey – KS1 & EYFS ellen.kealey@annielennard.sandwell.sch.uk

Sophie Groves – KS2 sophie.groves@annielennard.sandwell.sch.uk

SEN Governor

Hayden Moss

Local Authority Contact

Shantelle Sturage (Special Needs Advisory Teacher - Learning)

Amanda Barrie (Special Needs Advisory Teacher - Behaviour)

Chris O'Connor (Educational Psychologist)

Katrina Morgan (Complex Communication and Autism Team)

Local offer –see www.sandwell.gov.uk/send

SENDIAS (Parent Support) – 0121 289 2566

Transition

Transition for all children will be managed carefully. On entry to school all children will have a planned programme of visits and induction. This may include home visits for children new to the school. From EYFS to KS1, an individual transition package will be put in place for children with SEND. For each class move, children with needs will have guided support to the next class i.e. social stories, a photo pack and preparation handbook. From Year 5, children will be given the opportunity to visit secondary provision in order to understand what it is like and where they would like to go. There will also be visits from LA staff to talk to both children and parents about the steps they need to take in order to ensure that they choose the right provision for their child. In Year 6, the KS2 SENDCo (who is also the Year 6 teacher), will ensure vigorous transition takes place for children with SEND; with each child having tailored support and parents fully involved.

Compliance

- This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2024), and has been written with reference to the following guidance and documents:
- Equality Act 2010: advice for schools DfE February 2015;
- SEND Code of Practice 0-25 (July 2021); (September 2024)
- School SEND Information Report Regulations (2014);
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013;

- Safeguarding Policy;
- Accessibility Plan;
- Teachers' Standards 2012. (Updated 2024)
- Keeping Children Safe in Education 2023 (2024 draft copy)

Appendices:

- Appendix 1: Waves of Intervention/ Provision map 2025/2026

Whole School Provision Map			
Area of Need	Wave 1	Wave 2	Wave 3 1:1 intervention
	Provision	Provision	Provision
Cognition and learning	- Adapted curriculum. - Increased visual aids - Visual timetables - Use of writing frames - Small group – supported by LSP/A/HLTA	- Support for handwriting - Support for reading - Support in maths - Keep up – Little Wandle - Target readers	- Speech and Language intervention 1:1 withdrawal-Precision Teaching for English - Supporting children with gaps in their mathematical understanding - SENI Maths - Sandwell Writing Intervention - Diagnostic Spelling - Rapid Catch up – Little Wandle - SEND Phonics Program – Little Wandle
Communication and interaction	- Flexible teaching arrangements - Structured school and class resources - Differentiated curriculum delivery - Differentiated outputs - Increased visual aids - Use of symbols and pictures	- Early language group - Talk boost - Speech and language therapy program delivery within class - Welcomm (EYFS) - Welcomm 2 (Keystage 2) - ALDs	- Personalised curriculums - Speech and language intervention 1:1 withdrawal for literacy or numeracy work - Speech and language therapy program delivery- 1:1 - Turnabout program 1:1 language program – EAL - Emotion cards - Widgit communication aids - ALD - Social Stories. 1:1
Area of Need	Wave 1 - provision	Wave 2 - provision	Wave 3 1:1 intervention
Social, emotional & mental health	- Whole school and class rewards system - Whole school and class rules - Whole school policy for behaviour - Circle time - PSED - Behaviour boards - Now and next boards - Schedules	- Behaviour charts - Playground buddies - Social stories - Support in transition times between activities - Support in unstructured activities. - Rest breaks - Rewarding motivating activities for when tasks are completed.	- Personalised curriculums 'My Time' or "Time out" - Chill out zone - Rethink sheets - Behaviour trackers 1 x 30 mins week with behaviour support from inclusion support. - Lego Therapy - Access to the sensory room. - Preventing Primary Exclusions - Reduced timetable - Internal exclusions.
Sensory and physical	- Teacher awareness of sensory and physical needs - Availability of resources - Write dance	- Brain Gym - Dough gym - Dough disco - Scissors - Triangular pencils/ white board pens - Pencil grips - Specialist equipment	- Personalised curriculums. - One to one support following OT programme - One to one support following Physiotherapy programme - Write From the Start-handwriting programme - Adaptation of resources - Use of sensory room/ sensory garden