

Butts Primary School



“One school, one community”

Special Educational Needs and Inclusion Policy

Completed by: Mrs Stella Wynn

Agreed by Governors: M Mortiboys (September 2024)

To be reviewed: September 2025

Introduction

This policy follows the LEA framework for Special Educational Needs and Disability (SEND) in accordance with The Special Educational Needs and Disability Code of Practice 2015. Butts Primary School recognises that a proportion of pupils at this school have special educational needs as a result of differences in one or more of the following: -

- Communication and interaction (including social interaction).
- Cognition and learning.
- Social, emotional and mental health.
- Sensory and/or physical.

School Philosophy

The school's mission is to achieve its aims through partnership with parents, children, staff and the wider community. As a school we believe that every child in our community should have the opportunity to develop their full potential. To this end we aim to provide a learning environment that is inclusive and adaptable to children's needs and a curriculum that is broad, balanced and differentiated. Our aims reflect a whole school approach and include:-

- Ensuring that all our children are valued as individuals.
- Creating a happy, friendly, caring and hard working environment.
- Providing activities that cater for the needs, interests and abilities of all pupils so that they attain their true potential and achieve success.
- Preparing all children for life by developing the knowledge, skills and attitudes needed to cope with a changing and challenging world.
- Ensuring early identification of children with SEND
- Ensuring a prompt and graduated approach to the identified needs of children with SEND
- Staff supporting each other in planning for and providing for children with SEND and ensuring the children's involvement, where possible, in decision making processes
- Providing an inclusive environment and inclusive teaching practices.
- Parents being fully and regularly consulted, their support valued and their knowledge and understanding of their child is utilised by the school.

It is our aim to make children independent of additional support as soon as possible.

Responsibilities

The person responsible for coordinating the day to day provision for pupils with SEND and inclusion is the Special Needs Coordinator (SENDCO). In our school they are a member of the SEND or Leadership Team and report to the school governors on a regular basis.

In Butts Primary School this is **Stella Wynn**.

The SENDCO's role will include: -

- Implementing the SEND Policy.
- Coordinating provision for children with Special Educational Needs.
- Liaising with, advising and supporting teachers
- Overseeing the records of all children with Special Educational Needs.
- Liaising with parents of children with Special Educational Needs.
- Attend review meetings and other meetings relating to children with Special Educational Needs and/or disability.
- Contribute to the in-service training of staff.
- Liaising with external agencies including LA support, educational psychology services, Cadmus Inclusive, health and social services and voluntary bodies.

Making the School Accessible

We have made the following general adaptations to the facilities to support increased access for children and young people with disabilities and SEND e.g. blinds in all classrooms, buff backgrounds for whiteboards and a disabled toilet and changing unit.

Access ramps have been built to accommodate wheel chair users and doorways widened. Please see the school's Disability Access Plan.

Resourcing SEND in the School

We receive and use resources for meeting the needs of our pupils with SEND in a number of ways;

- Money we receive through our delegated budget.
- Additional resources, both money and in specialist staff time, for children with Education Health and Care Plans (EHCP)
- We use these resources to offer different levels of additional support to the children that we have identified as having SEND.

We recognise that children have different degrees of difference so the additional support that they receive depends upon how their differences are experienced by them. We call this our Continuum of Need. The additional resources and activities that we undertake to provide support for different levels of need is called the Graduated Approach.

Children who are further along the continuum will receive more support and those at the highest levels will receive most support. This school takes its duties regarding SEND very seriously and commits significant resources to meeting each individual's needs. We allocate resources fairly according to the level of need. This is based on our professional assessment of the level of difficulty the pupil is experiencing in relation to other children of the same age. We have help and support in doing this from the central SEND support services. We have a range of different external services regularly available for SEND support and these include: Cadmus Inclusive, Early Years SEND team, Educational Psychologists, Specialist Support team staff, such as, Physiotherapists, Occupational Therapists, Health and Speech and language Therapists, Education Welfare Officers and Attendance Officers.

We may also call upon school health services, social services and other key statutory and voluntary agencies offering specialist support in Walsall e.g. CAMHS.

Identifying and Meeting SEND

We identify whether children and young people have SEND in the following ways; Through

- Information that we may receive when a child transfers to the school;
- Considering information and assessments that we may receive from other professionals outside of the education area e.g. health services;
- Identifying where pupils have greater difficulties in learning in relation to other children of the same age;
- Monitoring the progress of individual children at approximately six weekly intervals;
- Considering whether the pupils rate of progress is in line with the progress of other children of the same age;
- Listening to what children and their parents/carers tell us;
- Conducting our own more in depth assessment of learning and behaviour;
- Seeking further views through consultations with other external educational professionals' e.g. educational psychologists, advisory teachers etc.

If there is evidence to show that progress is not being made through support and differentiation, the support continues via an Early Response Assess, Plan, Do, Review (APDR) plan is written. The SENDCO may be approached for advice at this point.

If after a term or through 2 plan, do and review cycles of monitoring and support and of teaching styles, there is still no progress being made, then we may consider increasing the

amount of support. This will be through the class teacher, working with the SENDCO, writing a Butts APDR.

Once a child is achieving within the normal range for the class, the support will cease, but the child will be closely monitored for the next six weeks.

If a child still making insufficient progress, having made full use of all the resources in school, including seeking the advice and support other professionals, we will consider along with the parents whether to request an EHCP. This is a serious decision and will usually mean that very specialist provision may be required and that the individual's needs are severe, complex and/or long term.

Providing Equal Opportunities

We expect all our pupils to have access to all parts of the curriculum, together with all other children and we will endeavour to make reasonable adjustments for those with additional needs to ensure that there are no barriers to this. The curriculum/activities will be adjusted to suit the needs of the child.

We ensure there are no barriers to children with SEND taking part in all of the activities alongside their peers. The only exception to this would be if this would present a significant health and safety risk to the child concerned. We will then seek an alternative replacement activity. Looked after children with SEND will receive the same support as any other child in school but will have additional support from the Virtual school and closer monitoring.

Monitoring the Success of the Provision Made

We monitor the progress of all our pupils approximately six weekly. We set targets for improvement and ensure that these targets are made available to both pupils and parents/carers. This is particularly important for children with SEND as we will need parents to work with us and support the additional work we are doing. SEND children have an APDR reflecting targets for their specific needs. The targets are broken down into small achievable steps which take into account their learning and additional school provision to facilitate this. Their progress is monitored, evaluated and adjusted at termly review meetings. The class teacher will then set new targets if achieved or adjust the curriculum to achieve these targets. Children who are at Butts APDR or have an EHCP have a termly review which is arranged by the SENDCo. Parents, Teachers, Teaching Assistants and possibly other professionals are invited to the meetings, where targets are advised and set. We report at least annually to the Governing body. Provision for children with SEND is also part of the OFSTED Inspection process.

Involving Parents/Carers

We involve parents/carers at all stages of decision making and ensure that they are notified if we decide that we need to make additional SEND provision for their child. We are happy to meet to discuss any concerns there may be, and see them as equal partners in their child's learning and progress. If they have a complaint then they are asked to follow the procedures laid down in the complaints policy. We involve and inform parents/carers by;

- Telephone,
- Home/school diary/planner □ Review meetings (one per term), □ Consultation evenings.
- Open door policy,
- Making information available on support agencies,
- providing interpreters and making other reasonable adjustments for parents/carers with disabilities.

Training for Staff

We regularly undertake training and development work in the area of meeting SEND in school and this is included in our school development and training plan. This is delivered and accessed in a variety of ways such as; whole school staff training delivered by the SENDCo or external professional staff, modelling and coaching by the SENDCo, attendance at external networking and training events, in school activities led by other key staff e.g. the literacy or numeracy coordinators.

Sharing Good Experiences and Practice

Walsall has a wide network for SENDCos which allows professionals to come together at regular intervals to discuss concerns and new developments and to plan training for the foreseeable future. When children and young people move on from our school, we ensure we have contact with the SENDCo from the receiving school to transfer our knowledge, experience and written records to them. Children with an EHCP or Enhanced support will have a transition plan for transfer to another school or Key Stage.