

St. Clement's C. of E. Academy

Special Educational Needs and Disability Policy

Our vision is to inspire happy, **courageous**, independent, curious and creative, life-long learners. We aim for all to achieve their full potential, striving both academically and socially with **humility** and **dignity**.

We believe being anchored in Jesus Christ will guide us all with **hope**, **compassion** and **wisdom** in becoming successful members of a global community.

Learning for Life, Anchored in Christ

Reviewed on...3.07.2024

Next review date – July 2025

ST. CLEMENT'S
C. OF E. ACADEMY

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Definitions of Special Educational Needs and Disabilities (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Our Christian Ethos

St. Clements has served the community in Nechells in the name of Christ since 1859, by offering all children attending a high quality education that values every person as an individual made in the image of God and seeks to develop them to fulfil their potential both academically and spiritually.

We aim to produce citizens of a global community who uphold and respect British values, which strongly align with Christian values. New people, representing a diverse range of backgrounds and beliefs, are welcomed wholeheartedly into our Academy family and are nurtured and supported by our harmonious Academy community. Friendship is extended to each and every one, as we develop a multi-faith community where God's compassion and forgiveness informs our daily lives.

SEND Statement of Intent.

In our school, we aim to inspire happy, life – long learners, who have the best possible start in life. We embrace every child's individual needs and support these with humility and dignity, to ensure they achieve their full potential. By building positive relationships with our children, we ensure special educational needs and disabilities are identified early to provide appropriate early intervention. We aim that provision is appropriate and adapted where necessary to support achievement for all. This provision is curated and assessed using a pupil centred, multi-agency approach in order to have clear, appropriate and achievable outcomes for our pupils with SEND. We aim for our teachers to have a secure knowledge of individual needs and the ability to adapt appropriately. We aim for our children to,

1. Be happy and feel secure.
2. Be included.
3. Be treated with dignity and compassion.
4. Achieve the very best of which they are capable.

5. Have access to a broad balanced and relevant curriculum.
6. Demonstrate personal development and growth.
7. Make good progress.
8. Make effective independent decisions.
9. Provide joined up education, health and social care, working together to enable the best possible outcomes for the whole child.
10. Be actively involved and informed of their targets.

We want our children to leave St Clement's knowing that it is possible for them to achieve their aspirations having developed attitudes of curiosity, originality, co-operation, perseverance, open mindedness, self-criticism, responsibility and independence in thinking.

Responsibility for the coordination of SEND provision

The person responsible for overseeing the provision for children with SEND is **Catherine Opong**. Class teachers are responsible for identifying and understanding the need of their child(ren), supported by the SENDCo where needed. Class teachers are responsible for the planning and provision set out for children in their class with SEND, in consultation with the SENDCo.

Arrangements for co-ordinating SEND provision

The SENDCo will hold details of all SEND records for individual pupils.

Via the Academy's Shared Resource area and the SENDCo all staff can access:

- The Academy's SEND Policy;
- The School's local offer.
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their Individual Target Plans (ITP).
- All plans and One page profiles available from Provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- Information available through Birmingham's SEND Local Offer

The SENDCo will also meet with the teachers once a term, or as needed, to discuss any concerns, provide targeted CPD or to provide support with planning or assessment. In this way, every staff member will have complete and up-to-date information about pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. This policy is made accessible to parents via the Academy website and also

a paper version if requested in order to aid the effective coordination and co-operation between the Academy and families to achieve the best possible outcomes for pupils.

Admission arrangements

Please refer to the information contained in our Academy prospectus. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with or without Education, Health and Care Plans (EHCP).

Allocation of resources for pupils with SEND

All pupils with SEND are provided with appropriate support and resources funded from the SEND notional budget for pupils with SEND. Pupils, with an EHC Plan or a Statutory School Provision Plan (SSPP) may be allocated additional funding via the Local Authority.

Broad areas of need

The Code of Practice identifies four broad areas to give an overview of the range of needs that should be planned for within our Academy. Children may have needs in more than one area and their needs may also change over time. The areas are: **Cognition & learning, communication and interaction, sensory and/or physical, and social, emotional and mental health difficulties.**

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority.
- Have emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Have sensory or physical needs, require additional specialist equipment and support.
- Have ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

What is not SEND, but may impact on progress & attainment

Newly Arrived / English as an Additional Language

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. For some children, learning to speak English can take some time and therefore their early progress in reading, writing, speaking & listening and/or maths can be slow, but this does not mean that they have SEN. If a child has SEN and they are learning to speak English, this can make their progress much slower and at times can make it difficult to identify the underlying causes of their needs.

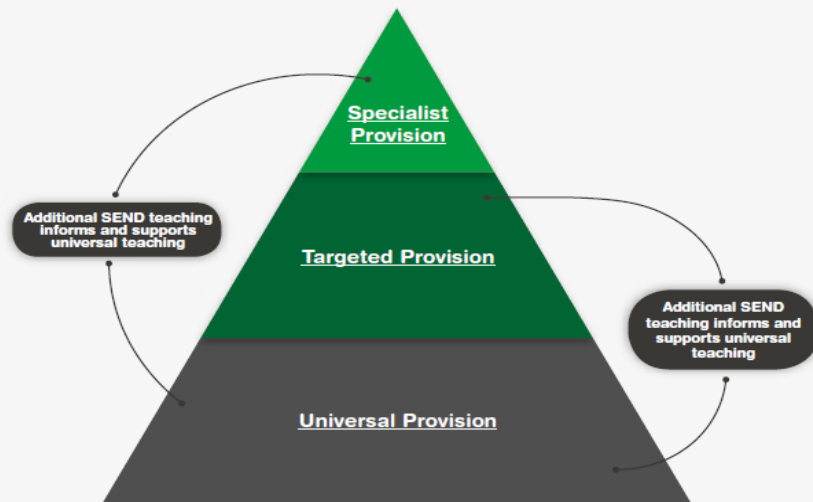
Identification of pupils needs

See definition of Special Educational Needs at start of policy. Teachers are supported through CPD to identify needs. Teachers should make reasonable adjustments and assess their impact on progress made. If there are still concerns, they should refer them to the SENDCo who will then involve relevant agency and suggest additional reasonable adjustments. The graduated approach will be followed. Parents should always be informed at the earliest opportunity, and throughout the whole process.

A graduated approach

Four key elements of good practice

4. Access to additional learning programmes and resources to support the development of key skills and strategies for independent learning when assessment indicates that the pupil is not making progress



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Specialist — Further Additional SEND provision

Needs are so individual, that they require the skills of a specialist teacher or group of professionals to be involved. The majority of these pupils' time is spent in the mainstream classroom but their 'additional and different' provision is highly personalised and closely monitored. The class /subject teachers are clear how to encourage independence and boost these pupils' self esteem. This provision may come from within the school or from outside the school (i.e. a collaboration with other schools or the LA Local Offer)



Targeted — Additional SEND provision

Some pupils receive additional SEND provision from well- trained staff who are highly effective: this is a specific, time limited, evidence-based intervention for pupils who are not making good progress due to a special educational need. Schools will have developed professionals within school (or through a cluster of schools) who can support these students.

The pupil's response to the intervention will provide teachers with an indication of how significant the SEND is likely to be

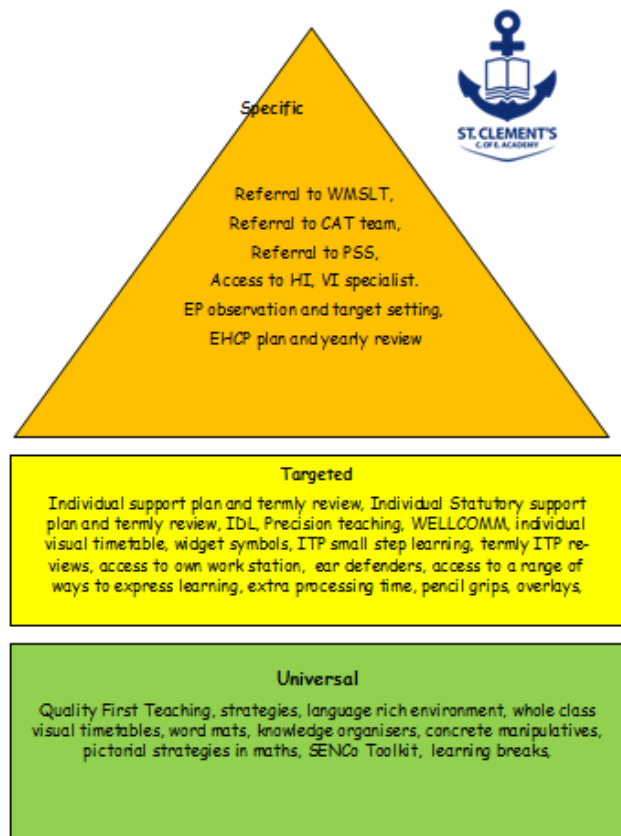


Universal SEND provision

Additional SEND teaching informs and supports universal teaching. All teachers are able to make creative adaptations to classroom practice enabling children with special needs to learn inclusively and meaningfully, alongside their peers

What we can offer

SEND support (graduated approach)



Universal SEND provision (High Quality Teaching)

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and age related expectations will be monitored. Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. The child's class teacher(s) will take steps to provide differentiated learning opportunities through high quality teaching that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. The child will be placed on the SEND register and parents informed.

The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class. The level of provision the child will need going forward is then decided. If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the Academy.

Any concerns will be discussed with parents informally or during parents' evenings. Parents' evenings are part of the process used to monitor and assess the progress being made by children.

Overview of SEN Provision:

- All classes have enlarged visual timetables
- All children with moderate learning difficulties have individual targets that they work on for Speaking and Listening, Reading, Writing and Maths
- Children have widget symbols to support their understanding of written texts
- Colourful semantics is used in some instances to support the forming of oral and written sentences
- Makaton is used to support the language needs of some pupils
- All children are in mixed-ability groupings within the classroom

Targeted – Additional SEND provision

Where it is determined that a pupil does have SEND, parents will be formally advised of this and, if the child is not already on the SEND register they will be added to it. The aim of formally identifying a pupil with SEND is to help Academy ensure that effective provision is put in place and so overcome the barriers to learning. At this stage the support provided will be in the form of additional small group or 1:1 support from within the Academy which is time limited and designed to overcome the barriers identified in as short a period of time as possible. This support is **additional** to high quality teaching. All children receiving targeted support will either have a One Page Profile created by their teacher, which will be shared with all staff and parents, and identify their needs and ways to communicate, or a support plan will be created to clearly outline targets. Children will receive interventions both within the classroom and outside of it. Where possible, children will stay in class as much as possible and have interventions such as pre teaching, catch up focus, Scaffolded work using programs such as widget.

- Some of the specific interventions:

We have a limited number of evidence-based targeted interventions:

- Children with a visual impairment have access to an iPad that mirrors what is on the interactive white board, dark-lined books and a pen to help them see their own writing better
- WellComm (language intervention) is used to screen all children when they start in Reception so that early intervention is in place closing the language deficit gap
- Word Wasp (1:1 reading and spelling intervention)
- IDL (online reading, spelling and Maths)
- Precision teaching (1:1 mostly used for reading whole words), but can be used for spelling and Maths too)
- Phonics catch up program(Fresh Start)
- Pre-teaching

Specialist – Further Additional SEND provision

This is necessary when pupils have specific needs that need to be addressed by a specific teaching approach or by a specialist teacher. Staff will either be trained in the Academy to deliver these specialist approaches or outside specialists will be employed to deliver these approaches. These interventions may be carried out outside of the classroom in small groups or 1:1. Children with high needs and cannot access NC, who have 1:1 support have their curriculum carefully planned to match need by the SENDco, supported by the SEND Assistant.

Graduated Approach

To ensure that provision is pitched correctly and that interventions are having the desired effect there is a cycle of Assess-Plan-Do-Review as follows, known as the graduated approach:

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the Academy's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff is already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff and the pastoral team, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with support staff and the Pastoral Team to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviews of a child's progress will be made as and when required but always once a term. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil, where practicable, and where necessary their parents. The class teacher, in conjunction with the SENDCo will revise the support being provided and the desired outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents and the pupil.

When will a child have a support plan?

All children receiving targeted support will have either a One-Page Profile, or a support plan created, using provision map. This will be completed in consultation with the class teacher, pupil, SENCo and parent. All plans will be shared with parents and reviewed three times a year (termly), or more regularly if needed.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the Academy 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 Education, Health and Care (EHC) Plan will be taken at a progress review.

The application for an EHC plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals such as Community Paediatrician; Child and Adolescent Mental Health Service (CAMHS);
- Other specialist services such as Educational Psychologist (EP), Speech and Language Therapist (SLT), Communication and Autism Team (CAT), or Pupil School Support (PSS).

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 in Birmingham about whether or not 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 found via Birmingham LEA's SEND Local Offer:

<https://www.localofferbirmingham.co.uk/>

Education, Health and Care (EHC) Plans

- a. Following Statutory Assessment, an EHC Plan will be provided by Birmingham City Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The Academy 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 setting 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. 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.

Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the Academy as is necessary, considering the wishes of their parents and the needs of the child.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in Academy and through networks in which the Academy is involved with.

Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or small group tuition is available where it is felt pupils would benefit from this provision. Where needed, children may access a bespoke curriculum based on the recommendations of specialist teachers and professionals.

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievement.

Specialist SEND provision

We are committed to whole Academy inclusion. In our Academy we support children with a range of special educational, medical needs and disabilities. We will seek specialist SEND provision and training from SEND services where necessary. The Academy accesses support from private Speech and Language services (SaLT), Pupil and School Support (PSS), Physical difficulties support service (PDSS), Sensory support service (SSS), the Communication and Autism team (CAT team) and Educational Psychology (EP) support where required to ensure that provision is accurately targeted.

Facilities for pupils with SEND

The Academy complies with all relevant accessibility requirements where possible. The intimate care policy details facilities for pupils that require intimate care. We recognise that no child should be discriminated against for their additional needs, which may require medical assistance or intimate care. In this way, the academy aims to support these needs, where appropriate, so as not to impact parents by asking them to come in and provide the care.

Inclusion of pupils with SEND

The Head Teacher and SENDCo oversee the Academy's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the Academy. The Academy's curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The Academy will seek advice, as appropriate, from external support services through the network meetings offered by BDMAT and other SENDCo network meetings.

It is recognised that children with SEND, or certain medical or physical health concerns face additional challenges both online and offline. Communication barriers or cognitive understanding may impact managing or reporting these concerns. Any reports of incidents involving pupils with SEND will be dealt with by the SENDCo, pastoral manager, or headteacher to ensure that the appropriate pastoral attention has been given, along with ensure appropriate support for communication is in place.

Evaluating the success of provision

In order to make consistent, continuous progress in relation to SEND provision, the Academy encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on at least a termly basis in line with the SEND Code of Practice. SEND provision and interventions are recorded and evidenced and updated when the intervention is changed or targets met. These are updated by the class teacher and are monitored by the SENDCo. These reflect information passed on by the SENDCo at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENDCo at Pupil Progress Meetings and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCo, who will be able to investigate these concerns and offer a solution. It may be that parents are still not happy, in which case the Head teacher will intervene to see whether any further action can be taken and advise on formal procedures for complaint. (See the BDMAT Complaints Policy).

Continuing Professional Development

We aim to keep all Academy staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENDCo attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCo, with the Senior Leadership Team, ensures that training opportunities are matched to the needs of those pupils requiring support e.g. those pupils with Autistic Spectrum Disorder, and also the Academy development priorities and those identified through the Special Needs Action Plans.

Links to support services

The Academy continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid Academy inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our Academy. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo who will then inform the child's parents.

Working in partnerships with parents

At St Clement's we believe that a close working relationship with parents is vital in order to ensure early and accurate identification and assessment of SEND leading to appropriate intervention and provision; the continuing social and academic progress of children with SEND and the personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCo may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil, where appropriate, will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

The Academy's SEND Governor may be contacted at any time via the Academy in relation to SEND matters.

Links with other Schools

The Academy works in partnership with the other schools in the area and within the family of church schools. This enables the Academy to build a bank of joint resources and to share advice, training and development activities and expertise.

Links with other agencies and voluntary organisations

St Clement's seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCo is the designated person responsible for liaising with any agencies or individuals who can provide specialist advice in the identification and meeting of individual pupils' needs.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.



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