

# MARSH HILL PRIMARY SCHOOL

## SEND POLICY 2024- 2026



**Approved by:** Governing Body

**Date:** 8<sup>th</sup> May 2024

**Last reviewed on:** April 2024

**Next review due** April 2026  
**by:**

## **Introduction: Our SEND Statement**

Marsh Hill Primary School is an inclusive school serving families from the local community and endeavouring to ensure every child reaches their potential. We believe that every child is entitled to a high quality education delivered at a level appropriate to their needs regardless of sex, disability, race, gender or social and cultural background.

Every teacher at Marsh Hill Primary School, is a teacher of pupils with SEND (Special Educational Needs and Disabilities) and therefore teaching such children is a whole school responsibility. Where a child has a recognised special need, we will make all reasonable adjustments to accommodate their needs in school.

Teachers are responsible and accountable for the progress and development of all pupils in their class including pupils with SEND. Teachers will have high expectations of pupils with SEND and we strive to support all children to enable them to achieve their full potential in all areas of the curriculum. We provide effective support for children with special educational needs and disabilities, starting from our first contacts with parents and/or carers when a child enters our school. We make sure that additional needs are identified early and we offer a range of provision according to identified needs.

The first step of provision for pupils who may have SEND is through high quality class teaching, adapted appropriately for individual pupils. We also work with a range of other professionals to make sure that all children receive the support they need to achieve their full potential.

## **Compliance**

Marsh Hill Primary School makes provision for our students with SEND in accordance with the

- SEND Code of Practice [2014];
- SEN and Disability Act [amended 2001],
- Children and Families Act (2014)
- Equality Act (2010)
- Birmingham Local Offer
- Teacher's Standards

## **Aims and Objectives of this Policy**

The aims of our SEND Policy are:

- To ensure that the special educational needs of children are identified, assessed and provided for
- To provide curriculum access for all pupils with SEND
- To make reasonable adjustments that are feasible so that disabled pupils are not put at a disadvantage
- To provide pupils with the skills to reach their full potential
- To meet individual needs through reasonable adjustments and a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all pupils with SEND and ensure that staffing deployment, resource allocation and choice of intervention is leading to good progress and learning outcomes
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all learners
- To ensure that parents are informed of their child's special educational needs and provision, and that there is effective communication between parents and school.

## **Legislation and guidance**

- This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2014)
- It complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).
- It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents and 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 coordinators (SENCOs) and the SEN information report
- Equality Act 2010
- Keeping Children Safe in Education 2021

## **Definitions**

The term 'special educational needs' has a legal definition. Children with SEND have learning difficulties or disabilities that make it harder for them to learn compared to children of the same age. Some children also have physical disabilities which impact on their education. These children may need extra or different provision from that given to other children of the same age.

This document is a statement of the aims, principles and strategies for provision for children with Special Educational Needs and Disabilities (SEND). A pupil has SEND 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 (Equality Act 2010).

## **SEND provision**

Our school currently provides additional and/or adapted provision for a range of needs. The Code of Practice (2015) refers to four broad areas of need:

- **Communication and Interaction:** These children have a difficulty in communicating with others. For example, those diagnosed with autistic spectrum disorder and speech and language difficulties
- **Cognition and Learning:** These children with learning difficulties will learn at a slower pace than their peers, even with appropriate adaptations. Learning difficulties covers a wide range of needs from moderate learning (MLD) to children with Profound and Multiple Learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning such as dyslexia, dyscalculia and dyspraxia
- **Social, Emotional and Mental Health:** These children may become withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, or eating disorders. Others may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder
- **Sensory and/or Physical Needs:** These children may require special educational provision because they have a disability that needs specialist support and/or equipment. For example, those with visual impairments (VI), hearing impairments (HI), and multi-sensory impairment (MSI).

## **Identifying pupils with SEND and assessing their needs**

At Marsh Hill Primary School we recognise there is a continuum of special educational needs and as a result we are committed to early identification of SEND. We adopt a graduated response to meeting SEND needs in line with the Code of Practice 2015.

We will assess each pupil's current skills and levels of attainment on entry which will build on previous settings and Key Stages. 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
- Fails to close the attainment gap between the child and their peers

This may include progress in areas other than attainment, for example, social, emotional and behavioural needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. 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 universal offer or whether something different or additional is needed. We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, impairment and background. We pay close attention to the provision for and the achievement of different groups who are not necessarily children with SEND but with a variety of possible needs:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium
- Being a looked after child
- Any learners at risk of disaffection or exclusion.

## **Roles and responsibilities**

### **SENCO**

The SENCO at Marsh Hill Primary School is Mr. Mohammed Moheen who is also a member of the Senior Leadership team. In line with the recommendations in the SEND Code of Practice 2014, the SENCO will oversee the day to day operation of this policy in the following ways:

- Work with the head teacher and SEND 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 SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Carry out referral procedures to the Local Authority to request extra funding, an Education Health and Care Plan (EHCP) or a Send Support Provision Plan (SSPP)
- Provide professional guidance to colleagues and work with staff, support staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support, training and high quality teaching
- Advise on the graduated approach to providing SEND 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 head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records, detailed analysis and monitoring of all pupils with SEND up to date
- Regularly evaluate the impact and effectiveness of all additional interventions for pupils with special educational needs
- Liaise and consult sensitively with parents and families of pupils on the SEND register as required, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers.

### **The SEND Governor**

The SEND Governor will:

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

### **The Head Teacher**

The Head Teacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- Carry out pupil progress meetings with individual teachers
- Hold regular meetings with the SENCO
- Carry out discussions and consultations with pupils and parents as appropriate

### **Class teachers**

Each class teacher is responsible for:

- High quality adapted teaching to enable the progress and development of every pupil in their class
- Effectively deploying and working closely with any teaching assistants or support staff to plan and assess the impact of support and interventions
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensure they follow the SEND policy

### **Training of staff**

Teaching staff and all support staff are constantly updating their skills through a programme of continuing professional development (CPD) linked with our school's development plan (SDP).

The SDP indicates school priorities and throughout the year staff undergo training both in school, on teacher training days and after school sessions, as well as a variety of external providers, who add to the range of expertise that staff can access.

All staff adhere to a set of standards which promotes best practice and is used as a framework for annual appraisal. Annual appraisal for all staff, is used to identify training needs. All school staff have annual training in safeguarding and new teaching staff complete a comprehensive induction programme which includes a SEND element.

### **Support Services for parents of pupils with SEND**

Birmingham's Local Offer - <https://www.localofferbirmingham.co.uk/>

National Autistic society - <https://www.autism.org.uk/>

Forward Thinking Birmingham - <https://www.forwardthinkingbirmingham.org.uk/>

SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) – <https://www.birmingham.gov.uk/info/50258/sendiaass>