



# **Turves Green Primary School**

## **Policy for Special Educational Needs and Disabilities (SEND) & Information Report**

**Created in July 2021**

**To be reviewed annually**

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Inclusion Lead/ Assistant Head Teacher**

### **Links to Rights Respecting:**

*A2: The convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.*

*A23: A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community*

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### 1. Aims

#### 1.1 Policy for SEND and Information Report Aims

Our policy and information report aims to:

- Set out how Turves Green Primary School will support and make provision for children with special educational needs and/ or disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for children with a SEND

#### 1.2 MAT Vision

All our schools to be outstanding beacons of equality, where pupils succeed in a safe, innovative and vibrant learning community.

#### 1.3 Cornerstones of School Development

- Succeeding together
- Ensuring quality for all
- Engaging learning
- Aspiring from the start

#### 1.4 School Values and Purpose

Turves Green Primary School values thread throughout everything we do. They are:

- Be respectful
- Be ready
- Be safe

Our purpose is to provide excellent standards of education and aspiration to help everybody succeed.

## Policy for Special Educational Needs and Disabilities (SEND)

### 1.5 School Aims

Turves Green Primary School aims:

- To provide equal opportunities for all
- To remove barriers to achievement
- To make teaching and learning responsive to the diverse needs of the children
- To raise the aspirations of, and expectations for, all children with SEND
- To encourage all children to achieve their full potential.
- To focus on outcomes for children with SEND.
- To seek the views of children with SEND
- To form close links with parents/carers
- To reinforce that SEND is a whole school priority and that all teachers are teachers of children with SEND.

### 1.6 School Objectives

Turves Green Primary School objectives are:

- To be aware of the holistic needs of every child and be mindful of their academic attainment and their physical, social and emotional wellbeing.
- To identify and provide for children who have special educational needs and/or additional needs
- To work within the guidance provided in the SEND Code of Practice, 2015
- To make appropriate provision to overcome all barriers to learning and ensures children with SEND have full access to the National Curriculum
- To provide a focus on individual outcomes for children
- To empower children to contribute to their learning process
- To work with parents and carers and support them in understanding SEND procedures and practices and provide regular feedback on their child's progress.
- To provide a Special Educational Needs and Disabilities Coordinator (SENDCo) who will work within the Policy for SEND
- To provide training, support and advice for all staff working with children with SEND
- To contact outside agencies as required

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for children 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 co-ordinators (SENCOs) and the SEN information report
- [Supporting pupils at school with medical conditions](#) (DfE, 2015)
- [The national curriculum in England Key stages 1 and 2 framework document](#) (DfE, 2013)
- [Teachers Standards](#) (DfE, 2013)

## Policy for Special Educational Needs and Disabilities (SEND)

### 3. Definitions

A child has a 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

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.

### 4. Roles and responsibilities

#### 4.1 The Inclusion Lead and named SENDCo

The Inclusion Lead is Ms. Laura Allden

The named SENDCo is Mrs Donna Fello-Watkins

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B31 4BP  
Tel: 0121 464 3686  
Email: [pastoral@turvesgreen.excelsiormat.org](mailto:pastoral@turvesgreen.excelsiormat.org)

The Inclusion Lead will support the SENDCo to:

- Work with the Head of School and governor for SEND to determine the strategic development of the SEND 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 children with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEND receive appropriate support 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 children's 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 that children and their parents are informed about options and a smooth transition is planned
- Work with the Head of School and Local Governing Body 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 of all children with SEND up to date

#### 4.2 The governor for SEND

The governor for SEND is Louise O'Brien.

She will:

- Help to raise awareness of SEND issues at Local Governing Body meetings

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- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Local Governing Body on this
- Work with the Head of School, Inclusion Lead and SENDCo to determine the strategic development of the SEND policy and provision in the school

### 4.3 The head of school

The Head of School is Mrs. Debbie Holland.

She will:

- Work with the Inclusion Lead, SENDCo and the governor for SEND 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

### 4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every child in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Inclusion Lead and SENDCO to review each child's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## 5. SEND information report

### 5.1 The kinds of SEND that are provided for

We recognise that each child is unique and, therefore, we aim to provide an education which enables every child to fulfil their potential; personally, socially, emotionally and academically, within a context of respect and acceptance for the differing needs and strengths of all individuals.

Our school provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, cerebral palsy, epilepsy

Turves Green Primary School is a Fully Accessible Mainstream school. The building has been adapted and additional facilities have been developed.

### 5.2 Identifying children with SEND and assessing their needs

We will assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all children using the EYFS Profile, AET Progression Framework, O'Track,, Arbor and/ or the Birmingham Language and Literacy or Maths Toolkits. They will identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline

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- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a child is recorded as having a 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 child and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### 5.3 Consulting and involving children and parents

We will have an early discussion with the child and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and need
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the child's electronic record and given to their parents.

We will formally notify parents when it is decided that a child will receive SEN support.

### 5.4 Assessing and reviewing a child's progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCo to carry out a clear analysis of the child's needs. This will be recorded on a 4+1 sheet and will draw on:

- The teacher's assessment and experience of the child
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The child's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child's progress using the AET Progression Framework, O Track, Arbor, EYFS Assessment Profile and/ or the Birmingham Toolkits, alongside termly Pupil Progress meetings.

Short term targets will be recorded on Child Friendly Target Cards and children will contribute to this target setting (where appropriate) and will be fully engaged in their completion.

At a specialist level, a School Support Provision Plan or Positive Behaviour Support Plan may be used for focused target setting in possible preparation for an EHC assessment.

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### 5.5 Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment, which is usually requested by the school but can also be requested by a parent. This will occur when the complexity of need, or 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 Plan (EHCP) will be taken at a 'Team around the child' progress review meeting and will combine information from a variety of sources.

Information will be gathered relating to the previous and current provision provided, actions that have been taken, and the preliminary outcomes of set targets. The collated information will be sent to Birmingham's Special Educational Needs, Assessment and Review Service (SENAR) who will make a decision about whether or not the child is eligible for an EHCP, which, if successful, will be focused on outcomes and will be reviewed at least annually.

### 5.6 Supporting children moving between phases and preparing for adulthood

At Turves Green Primary School, we make contact with the educational settings used by the children before they transfer to us, in order to seek the information that will make sure that the transfer is as seamless as possible. Before moving on to a new primary school or entry to a secondary school, information will be shared with the SENDCo of the new school, in order to aid transition. Transition arrangements often include transition booklets and additional induction visits for children to build confidence and give them opportunities to meet the staff at their new settings.

### 5.7 Our approach to teaching children with SEND

As a school, we are committed to a graduated approach to our SEND provision. At the core of that provision is that teachers are responsible for all children's progress.

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives

*6.1, SEND Code of practice, 2015*

We recognise that each child is unique and, therefore, we aim to provide an education which enables every child to fulfil their potential within a context of respect and acceptance for the differing needs and strengths of all individuals.

High quality teaching, that is scaffolded and personalised, will meet the needs of the majority of children and is our first step in responding to children who have or may have a SEND.

In addition, we also provide graduated interventions, including:

Targeted (small group)	Specialist (1:1)
Peer Precision Teaching	Read Write Inc.
Barrier Games	Precision Teaching
Black Sheep (speech and language)	Direct Phonics
Overlearning	Word Wasp/ Hornet
STILE	Cued Spelling
Friends for Life	Toe by Toe
Circle of Friends	Power of 2
Time for Talk	All by Myself
Socially Speaking	Better Reading Partnership
Cued Spelling	

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### 5.8 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all children's needs are met:

- We use a Mastery approach to teaching, so that children's learning is scaffolded up to ensure all children can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, pace etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Scaffolding our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- A fully equipped physiotherapy room is available to support children with Physical Difficulties and for those who require gross motor support
- A SEAL (Nurture) room is available to support social, emotional and mental health needs and provide a calm, quiet environment if required

### 5.9 Additional support for learning

We currently have 13 teaching assistants who are trained to deliver interventions and support in class with groups and individuals. This support will vary depending upon evidence gained from the graduated approach and if the child is identified as requiring targeted or specialist provision.

We also work with the following agencies to provide support for children with SEND:

- The Educational Psychological Service (EPS) who provide support for children with a range of Special Educational Needs.
- Pupil and School Support Service (PSS) who support for children with learning difficulties.
- The Communication and Autism Team (CAT) who support children with an Autism Spectrum Condition (ASC) and their families.
- Speech and Language Therapy who provide support for children with speech difficulties.
- The Sensory Support (SS) service who support children with a visual and/or a hearing impairment
- The Health Service who support children with a range of physical and medical needs
- Forward Thinking Birmingham who support children with mental health needs
- City of Birmingham School (CoBS) who provide support for emotional regulation
- Malachi Trust who support children with social, emotional and mental health needs
- Children's Services who provide family support
- The Physical Difficulties Support Service (PDSS) who support and promote inclusive education
- Paediatric Physiotherapy service who provide specialist assessment and a range of interventions for children with physical difficulties

### 5.10 Expertise and training of staff

Our Inclusion Lead, Ms. Allden, is a qualified teacher, SENDCo, Assistant Headteacher (AHT) and is a member of the Senior Leadership Team (SLT). Previously Ms. Allden has been an Advanced Skills Teacher (AST) and Literacy Consultant. She gained the National Award for Special Educational Needs Coordination at Birmingham University in 2018. Ms. Allden works four days a week.

Our SENDCo, Mrs. Fello-Watkins, is a qualified teacher, and a member of the Middle Leadership Team (MLT). She has led on Read Write Inc. since its introduction in 2017. Mrs. Fello-Watkins has taught across Turves Green Primary, working in Early Years Foundation Stage to Year 6. She will be working towards gaining her National Award for Special Educational Needs Coordination within the next three years. Mrs. Watkins works as SENDCo three days a week.

We currently have a team of 13 teaching assistants, including two higher level teaching assistants (HLTAs) and two Learning Mentors who are trained to deliver SEND provision.

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In the last academic year, staff have had less than usual Continued Professional Learning (CPL), due to COVID-19 restrictions. They have however had CPL on the Scaffolding process, The Graduated Approach, Handwriting Development, Catheterization, Manual Handling, Physiotherapy, Accessible Equipment, Occupational Therapy Programmes of Care, Flash Academy, Better Reading Partnership, Supporting SLCN needs in the EYFS and implementing EEF Guidance upon SEND best practice in a mainstream school.

### 5.11 Securing equipment and facilities

Resources, staffing levels and skills for delivering SEND provision are reviewed annually. Class based resources for children with SEND are continually under review, and if specific needs are identified, the appropriate resources are sourced. Provision is supported and monitored by the Inclusion Lead and SENDCo.

### 5.12 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for children with SEND by:

- Reviewing children's progress towards their targets on their Birmingham Toolkits (at least termly) and/or their Child Friendly Target Cards.
- Reviewing the impact of interventions after each cycle
- Using pupil voice sheets
- Regular monitoring by the Inclusion Lead, SENDCo and other members of the SLT
- Using class and a whole school provision map to monitor provision
- Holding annual reviews (minimum) for children with an SSP plans
- Holding annual reviews for children with an EHC plans

### 5.13 Enabling children with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.

All children are encouraged to go on our residential trip to the Pioneer Centre (this did not occur during the 2019-2020 academic year due to COVID-19).

All children are encouraged to take part in sports day, school plays, exhibitions and workshops.

No child is excluded from taking part in these activities because of their SEND or disability.

### 5.14 Support for improving emotional and social development

To support children's emotional regulation, we have an Assistant Head Teacher with responsibility for behavioural support, alongside two learning mentors. They work alongside all staff in supporting children with a SEND.

We provide support for children to improve their emotional and social development in the following ways:

- Children with SEND are encouraged to be part of all school groups, including the school council and UNICEF group
- We are working towards being a gold level UNICEF Right Respecting school
- We are a 'No Outsiders: Everyone is welcome here' school
- A SEAL (nurture) room is used for small group and 1:1 learning and as a calming environment.
- PHSE curriculum including regular Emotional Literacy, Rights Respecting and No Outsiders learning

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We have a zero-tolerance approach to bullying.

### 5.15 Complaints about SEND provision

Queries or complaints about provision for children with a SEND should initially be made with the class teacher. If they continue to have concerns, they should meet with the SENDCo, Inclusion Lead or the Head of School (see Complaints Procedure).

The parents of children with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### 5.16 Contact details of support services for parents of children with SEND

Children's information and Advice Service (CIAS) 0121 303 1888. Emergency out-of-hours Telephone: 0121 675 4806

The Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) 0121 303 5004

SENAR (Special Educational Needs and Review) Parent Link Service 0121 303 8461

IPSEA Independent Parent Support and Advice 01799 582030

Educational Psychologists 0121 303 1793

Pupil and School Support Service 0121 303 1792

Sensory Support Service 0121 303 1790

Communication & Autism Team 0121 303 1792

Autism West Midlands 0303 03 00 111

School Nurses 0121 245 5750

Forward Thinking Birmingham (Mental Health Services for 0-25 year olds) 0300 300 0099

Speech & Language Services 0121 466 6231

Occupational Therapy: 0121 466 6231

Physiotherapy: 0121 465 4461

In addition, we regularly share details of events aimed at parents of children with SEND. In the past year, families have been invited to online events hosted by Access to Education, The Communication and Autism Team, Pupil and School Support, Autism West Midlands, Speech and Language Therapists and Occupational Therapists, alongside workshops hosted by school.

### 5.17 Contact details for raising concerns

If a parent, carer or child has a concern they should initially speak to the classteacher. The classteacher will then work with the SENDCo, Mrs. Watkins or Inclusion Lead, Ms. Allden, to support the child and family.

### 5.18 The local authority local offer

Our contribution to the local offer is published here: [Turves Green School Local Offer](#)

Birmingham's local offer (SEND) is published here: [Local Offer Birmingham](#)

## 6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo, Ms. Allden **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

### 7. Links with other policies

This policy links to our policies on:

- Accessibility
- Anti-bullying
- Behaviour
- Pastoral Care
- Medicines
- Inclusion
- Mechanical Lift Policy
- COVID-19 Risk Assessments
- Personal Care Policy
- English as an Additional Language (EAL)