

# Special Educational Needs Policy

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This policy complies with the statutory requirement laid out in the SEN Code of Practice 0-25 years (updated May 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (updated June 2014)
- SEN Code of Practice 0-25 (updated May 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (Sept 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2014)
- Safeguarding policy
- Accessibility Plan
- Teachers' Standards (2012)

In light of the current SEND reforms this policy was created by the school's SEND team, with the SEND Governor and in liaison with staff and parents of pupils with SEND.

### **Definition of special educational needs**

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEN Code of Practice (updated May 2015) says children have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Difficulties related solely to limitations in English as an additional language are not SEN.

### **Definition of special educational provision**

For children aged two or more, 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 or maintained nursery schools.

## **Mission statement**

Everyone at Clifton Primary School is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life. This document supports the stated ethos of the school:

“Our vision for Clifton Primary School is to enable all children to achieve their full potential in a safe, welcoming and happy learning environment.

We will strive to create responsible citizens who are independent and confident lifelong learners equipped to meet the challenges of a changing future. This will be achieved within an inclusive school that values every individual and celebrates the diversity of our community.

Every teacher is a teacher of every child or young person including those with SEND.”

## **1. Aims and Objectives**

### **Aims**

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and Disability Code of Practice: 0 to 25 years July 2014 (updated May 2015).

Our aims are:

- To ensure that all pupils with SEND have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing.
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently.
- To ensure all children can access a balanced curriculum, differentiated where appropriate.
- To ensure that all pupils with SEND are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.
- To develop a close working relationship with parents.

### **Objectives**

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services prior to the child’s entry into the school.

- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SEND team and leadership team and will be carefully monitored and regularly reviewed in order to ensure that individual targets are met and that all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils, and the effectiveness of the school's SEND work.
- **Support from outside agencies** when a need has been identified and discussed with parents.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing regular one to one meetings between pupils and their teacher/SENCOs and will be made easier by carefully monitoring the progress of all pupils. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. membership of the School Council.

## 2. Responsibility for the co-ordination of SEND provision

- The person with overall responsibility for overseeing the provision for children with SEND is Mr Nick Lambert (Headteacher)
- The people currently co-ordinating the day to day provision of education for pupils with SEND are Ms Azra Bi and Ms Rosie Slade (SENCOs)
- Other visiting professionals include:
  - Educational Psychologist
  - Pupil and School Support Service
  - City of Birmingham School (COBs)
  - Physical Difficulties Support Service
  - Speech and Language Therapy Service
  - Sensory Support Service – Hearing Impaired
  - Sensory Support Service – Visually Impaired
  - School Nurse
  - Communication and Autism Team
  - Paediatric Community Physiotherapists
  - Paediatric Community Occupational Therapists
  - Various medical professionals

### **3. Arrangements for co-ordinating SEND provision**

The SENCo holds details of the following records:

- for children receiving SEND Support
- for children with Provision Plans
- for children with an Education, Health and Care Plan
- all Support Plans for individual pupils

All staff can access:

- The Clifton Primary School SEND Policy
- The SEND Register
- Guidance on identification in the Code of Practice (updated May 2015) (SEND Support, Education, Health and Care Plans)
- Information on individual pupils' special educational needs including Individual Target Plans
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the School Pupil Tracker on individual pupils and their special needs and requirements
- Information on current legislation and SEND provision
- Toolkit Progress Tracker
- Access to Education Language and Literacy and Mathematics Toolkits

Relevant information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

Information for parents can be found in the SEND section on the school web site.

### **4. Admission arrangements**

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 an Education, Health and Care plan and those without.

All SEND paperwork should be passed to the SEND team by the previous school or setting/parents as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeder school and the receiving school's SENCo to aid the smooth transition of the pupil, and discuss arrangements

to be made as well as any other important information relating to that child's needs. Where face to face meetings are not possible, contact will be made using the telephone to ensure that there is a good understanding of what type of provision is required.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

## **5. Facilities and interventions for pupils with SEND**

The school has a range of specialist SEND facilities in place. These include:

- Spacious Personnel Care room in each building, including shower, adjustable changing bed/physiotherapy coach, grab rail, outward opening doors and alarm cord
- Storage facilities for medical supplies, gloves and aprons
- Dedicated bins or disposal systems for clinical waste
- Lifts in the Ocean and Rainforest buildings
- Specialist PE equipment
- 'Help Hands' in every room
- Level access across the site
- High-visibility markings around the site for children with visual impairment
- Soundfield systems in many classrooms and access to roving microphones
- Double height hand rails on the staircase in the Rainforest building
- All buildings are fully wheelchair accessible
- Evac chairs situated at the top of a set of stairs in the Ocean and Rainforest buildings

The school has access to a range of SEND Interventions. These include:

- Barrier Games
- Black sheep language programmes
- Calthorpe inclusion links
- Dough disco
- Fresh Start
- Gross Motor Skills Group
- HI focus group
- Language-land
- Lego therapy
- Makaton support
- Mathematics Mastery interventions

- Mentoring
- Narrative Groups
- New Reading and Thinking
- Number Box
- Oral Language
- PAT
- Precision teaching
- Pre-tutoring
- Reading for Meaning
- Role Play
- SLT programmes
- Social Interaction Groups
- Soundswell
- Thinking Skills KS2
- Wordshark
- Wordwasp

## **6. Allocation of resources for pupils with SEND**

CRISP profiles are updated and submitted to the Local Authority annually. National Curriculum profiles are updated termly. Additional assessment tools e.g. Language and Literacy and Mathematics Toolkit, YARC Literacy test, Vernon spelling test, BPVS are used to ensure allocated funding is used appropriately to support children in school based on their identified needs. Each year the Head of School and SENCo prepare a SEND Provision map which ensures staffing is appropriate for all children across the school.

## **7. The process for identifying and managing children with SEND**

SEN Code of Practice 0-25 (updated May 2015) identifies 4 broad categories of need.

### **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have

difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD (Autism Spectrum Disorder), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming 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, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

### **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.



Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

These four broad areas provide an overview of the range of needs present in our school. Once a child's needs have been identified, the SEND team, with parents and the child (if appropriate), decide upon the support to be provided and the action the school needs to take. The needs of the whole child will be taken into consideration during this process.

The following needs are NOT considered to be SEND but they may impact on a child's progress and attainment:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Receiving a pupil premium allowance
- Being a looked after child
- Being a child of a serviceman/woman

These issues are monitored by the school for every child where relevant.

### **A graduated approach to SEND Support**

Our approach to SEND support is based on a continuous cycle. This is a four-part cycle (assess-plan-do-review) through which earlier actions are revisited, refined and revised with a growing understanding of the pupils needs and of what supports the pupil in making good progress and securing good outcomes.

### **Quality First Teaching**

- a. Any pupils who are falling significantly below the range of expected academic, and non-academic, achievement in line with predicted performance indicators and grade boundaries will be monitored by the class teacher.
- b. 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 (through the use of the Clifton 'SEND First Steps' document).
- c. The child's class teacher is responsible and accountable for the progress and development of all the pupils in their class (including where pupils access support from a teaching assistant or specialist staff). The teacher will take steps to provide differentiated learning opportunities 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.

- d. The teaching for all pupils is regularly reviewed, including for those children at risk of underachievement. This includes giving teachers access to a range of strategies to identify and support vulnerable pupils.
- e. The SENCo will be consulted for support and advice and may wish to observe the pupil in class.
- f. The teacher and member of the SEND team will consider all the information gathered about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessments.
- g. If a pupil has recently been removed from the SEND Support list they may also fall into this category as continued monitoring will be necessary.
- h. 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 school.
- i. The child is recorded by the school as being under observation due to concern by parent or teacher, using the Clifton SEND First Steps forms and Access to Education Toolkits, but this does not place the child on the SEND register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- j. Regular pupil progress meetings will be used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and the progress being made.

### **Additional Support 1 (AS1)**

- a. This recognises pupils who are identified as requiring additional and different help as well as the regular differentiated curriculum. Under AS1 the school puts provision in place without reference to regular external advice or without additional resources being provided by the local authority.
- b. Class/subject teachers will collaborate with the SENCO on the monitoring of progress and then evidence gathering and identification if that is required.
- c. Once the SENCo has been notified she will make her own assessment through reviewing the evidence of identification supplied by the teacher. With this knowledge the SENCo and Middle Managers (e.g. AHTs) can help with planning for future in-school support. Action that has already been taken is reviewed and altered in line with the new findings.
- d. If it is felt that the child is likely to have special educational needs rather than just requiring a differentiated curriculum then an Individual Target Plan (ITP) is drawn up, detailing provision and how it will be coordinated. The class teacher, with support from the SEND team and in consultation with parents or carers, will draw up the ITP.

- e. The SEND team have recently introduced the use of ITP's which use the Access to Education Toolkits to set detailed and relevant small step targets. Teachers across the school have been trained in their application.
- f. ITP's and reviews are recorded on the School System and parents are informed and consulted at every stage.
- g. This should be seen as a transitory stage. Whilst on this level of support we will be involved in identifying if the child does have specific SEND or is underachieving because of other factors.

### **Additional Support 2 (AS2)**

- a. When a child has been identified as having SEND and steps have been taken for provision under AS1 but the child has not progressed as expected an assessment will be made to further identify specific areas of needs.
- b. After discussion with parents or carers, internal or external professionals will be requested to make their own assessments of the child and provide support in the planning of extended provision, continued assessment and revised action points.
- c. The school will make every effort to ensure that the additional advice provided is put into practice as swiftly as possible and will keep in regular contact with support services and parents regarding progress and targets met. External input may involve support and intervention, for example through specialist teaching or therapy. The school will coordinate these actions and will, together with the external professional, monitor, review and evaluate the effectiveness of interventions.

### **Request for an Education, Health and Care Plan**

This system develops an integrated assessment and review process from birth to 25 years, leading to a single plan. This plan will involve Education, Health and Care services bringing together the range of support on which children, young people and their families can rely, referred to as the Education Health and Care Plan (EHC).

If a child has lifelong or significant difficulties they may undergo an Education, Health and Care Plan Assessment which is usually requested by the school but can be requested by a parent. This new system is an integrated assessment. The Local Authority will be given information about the child's progress over time and documentation in relation to the child's special educational needs. An assessment will occur when the Local Authority believes that the school has taken every step possible to support the child but is unable to provide the level of support needed alone.

The decision to make a referral for an Education, Health and Care assessment will be taken at a progress review, where a CRISP profile will be completed.

The application for an Education, Health and Care assessment will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Health professionals
- Care professionals
- Outside Agencies

Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set.

### **Education, Health and Care Plan**

Clifton Primary School will follow the regulations set out in the SEN Code of Practice 0-25 (updated May 2015). Following assessment, an Education, Health and Care Plan will be provided by Birmingham Local Education Authority if it is decided that the school cannot provide for the child's needs on its own. The school and the child's parents will be consulted before the decision is made. Parents have the right to appeal against a decision either for or against an Education, Health and Care Plan for their child.

Once the Education, Health and Care Plan is completed it will be kept as part of the pupil's formal record and reviewed annually by Clifton Primary School SEND staff, outside agencies, 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.

### **Children who have a Statement of Educational Need:**

- Birmingham Education Authority will transfer all Statements of Educational Need into Education, Health and Care Plans by April 2018
- It is expected that all children who have a statement and who would have continued to have one under the old system will be transferred to an EHC Plan
- The process for transferring will be via an EHC Transfer review meeting that will be arranged by school. This will replace the annual review meeting in the academic year the child will be moving to the new SEND system
- Local Authority guidance regarding the transfer review process is regularly reviewed and Clifton Primary School will implement the changes as advised

## **8. 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 school as far as possible, in line with the wishes of their parents and the needs of the individual.

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

The school curriculum (in line with the new curriculum September 2014) is regularly reviewed by curriculum leaders to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to achieve the best outcomes. The school does this by:

- Keeping all staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical information and teacher feedback
- Providing regular training and learning opportunities for staff on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND (see section 12 'In service training')
- Making use of all class facilities and space
- Using in-class interventions and support effectively to ensure that the curriculum is differentiated where necessary
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision. Parents will be made aware of any circumstances in which changes have been made
- Setting annual outcomes that motivate pupils to do their best, and celebrating achievements at all levels

## **9. Inclusion of pupils with SEND**

The SEND Team oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

We aim to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical) by:

- Providing a balanced curriculum for all pupils both in and outside of the classroom, including play and interaction at mealtimes and playtimes, and extending to additional activities before or after school, school day trips and residential visits

- Practicing teaching methods that suit the needs of individual pupils
- Promoting an inclusive culture throughout our school and encouraging social responsibility and understanding amongst all our pupils

The school has access to the following specialist programmes which aid inclusion:

- Opportunities for pupils to participate in learning activities in a special school setting
- Opportunities for pupils to participate in physical activities in a special school setting, e.g. wheelchair football, swimming
- Opportunities for pupils from a special school setting to participate in learning activities at Clifton Primary School

## 10. Evaluating the success of provision

SEND provision at Clifton Primary School is evaluated against the stated objectives on this policy. Staff, parents/carers and children are all involved in the evaluation process.

Evaluation is ongoing which means that the SEND provision is always the subject of continuous assessment and review. The SEND team reports regularly to the Clifton Primary School Governing Body.

Example Evidence for Objective 1: Identify the needs of children with SEND as early as possible.

- Class teachers will carry out observations of children causing concern and complete a Clifton SEND First Steps document if necessary; this includes the completion of the Language and Literacy and Maths toolkit and the Clifton SEND 'Categories of Need' form. This does not place the child on the SEND register. This document is then shared with a member of the SEND team and ways forward are discussed.
- Termly analysis of progress by class teachers, Phase leaders, Deputy Head Teachers and members of the SEND team clearly identifies pupils' strengths and weaknesses and forms the basis of provision for the following term.
- The SEND team produce a detailed breakdown of termly progress plus support provided for all children on the SEN Code of Practice (updated May 2015) which is shared with relevant staff. This ensures children are receiving the appropriate level of SEND support in school.
- Referrals to outside agencies as needed
- Use of standardised testing
- Use of baseline assessments
- Discussions with Clifton school nurse
- Training of staff at SEND Insets

Example Evidence for Objective 2: Monitor the progress of all pupils.

- Discussions at review meetings using updated Clifton forms
- Termly detailed analysis of the progress of all identified children with SEND. This analysis is shared and discussed with staff. This analysis is cumulative and ongoing.
- The SEND team produce a detailed breakdown of termly progress and support provided for all children on the SEN Code of Practice (updated May 2015) which is shared with relevant staff
- All staff who run SEND interventions keep detailed assessments of children's progress
- The SEND team completes an annual formal evaluation of the effectiveness of the school SEND provision and policy. Feedback and assessments are collated and presented in a document named 'Effectiveness of Provision' yearly; this document is used to inform provision. This document is submitted to the Governing Body for discussion.
- Completion of the Language and Maths toolkit for all children on the SEN Code of practice (updated May 2015) by class teachers
- Work as part of Pastoral team

Example Evidence for Objective 3: Work with parents/carers.

- Parents/carers of children with additional needs have access to the 'Special Educational Needs and Disability: Information for Parents and Carers' leaflet produced by the SEND team (available on the school website).
- Parents/carers of children with additional needs have access to SEND information on the school website. In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from parents/carers throughout the year, through:
  - Invitations to review meetings
  - Invitations to SEND consultation coffee mornings
  - Drop-in sessions
  - Informal conversations, including telephone conversations
  - Drop-in meetings
  - Annual parent questionnaire which are analysed and used to inform future SEND practice
  - Parents' evenings
  - Collection of parent views
  - Sharing targets, assessments and provision
  - Support with transition
  - Provision of annual progress reports
  - Provision of translators at meetings if needed
  - Home visits where appropriate

Example Evidence for Objective 4: Support from outside agencies.

- Referrals made by SEND team following consultation with parents/carers
- Use of standardised assessment to assess need and provision
- Recommendations/programmes followed and included on Support Plans
- Reasonable adjustments made across school
- Multi-agency meetings
- Relevant training for specific staff and children arranged by SEND team

Example Evidence for Objective 5: Create a school environment where pupils feel safe to voice their opinions of their own needs.

- Monitoring before review meetings
- Child present and encouraged to actively participate during review meetings
- Completion of Clifton 'One Page Profiles'
- Work as part of Pastoral team

## **11. In-service Training (CPD)**

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

Our school offers a range of training opportunities including:

- Annual medical needs/health awareness training for all staff e.g. diabetes, epilepsy, asthma, allergies, etc.
- 2014 New Code of Practice (updated May 2015) whole staff training
- Makaton training
- Working with children who have physical difficulties
- Working with Pupils with Visual Impairment
- Working with Pupils with Hearing Impairment
- Support groups for Teaching Assistants working with children with HI and VI
- SENCo training
- Communication and Autism – Level 1 and 2
- BSS dinner supervisor training
- Team Teach Training
- Manual Handling training
- Gross Motor Group training
- Barrier Games training
- Structured Peer Tutoring training
- Disability awareness training / peer disability training sessions
- Regular training for TA's who deliver interventions



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

We recognise the need to train our entire staff and SEND Governor on SEND issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 10).

## **12. Links to support services, other agencies and voluntary organisations**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

The following services will be involved as and when is necessary:

- Access to Education:
  - Educational Psychology
  - Pupil and School Support
  - Sensory Support
  - City of Birmingham Schools (behaviour support)
  - Communication and Autism Team
  - Physical Difficulties Support - Specialist Outreach Services
- Speech and Language Therapy Service
- Health Services
  - School Nurse
  - Health Visitors
  - Physiotherapists
  - Occupational Therapists
  - Park House Child and Family Centre
  - Child and Adolescent Mental Health Service
  - Birmingham Children's Hospital
  - James Brindley Teaching School
- Social Services
- Family Support Workers
- Forward Thinking Birmingham

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

### **13. Working in partnership with parents**

Clifton Primary School has always believed that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision
- Continuing social and academic progress of children with SEND
- Personal and academic outcomes are set and met effectively

The importance of parental involvement is highlighted in the principles underpinning the Special Educational Needs and Disability Code of Practice 2014 (updated May 2015), which must have regard to:

- The views, wishes and feelings of the child or young person, and the child's parents
- The importance of the child or young person, and the child's parents, participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

The school welcomes feedback from parents all year round and parents can make a confidential appointment to speak to any member of staff including the Headteacher, Deputy Head teachers, SENCo or throughout the year for any reason.

Parents will be kept up to date with their child's progress through annual progress reports, during parent consultation meetings, informal conversations with staff and at SEND review meetings. Parents will always be able to speak to school staff privately about confidential issues.

For parents whose home language is not English, Clifton Primary School will try to ensure that a translator is present at meetings.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs this will always be discussed with the parents and the pupil (if appropriate). Inclusion on the school's SEND register and future provision will be agreed together.

Parents will be invited to attend any meetings with external agencies regarding their child and will be encouraged to play a central part in discussions that are held regarding the provision for their child.

The school's SEND Governor, Sylvia Fry, may be contacted via the school office at any time in relation to SEND matters.

## **14. Links with other schools**

Our school is a member of Sparkbrook and Sparkhill Consortium. Members of the Leadership Team have regular meetings to keep up to date with new legislation.

### **Transition**

Upon admitting new children with known SEND the SENCo will contact the previous school to collect information and request paperwork to be transferred and arrange a meeting with the parents.

If a child with SEND transfers to another primary school a member of the SEND team will contact the SENCo at the receiving school to share information to aid a smooth transition.

Upon allocation of Secondary Schools for children with SEND the SENCo will arrange a formal meeting to share information and hand over documents. This is an ideal meeting for parents to attend to begin to develop relationships with new staff.

## **15. 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 Headteacher, Deputy Head teachers or SENCo, who will be able to advise on formal procedures for complaint.

## **Appendix 1.**

Clifton Primary is a popular school and has recently increased to 4 form entry. It has 931 children plus a 120 place nursery. The school has the Basic Skills Quality Mark, Active Mark, National Healthy Schools Award, Silver Science Award, Gold Artsmark, School Games Gold and International Schools Award.

The school had an OFSTED inspection in May 2019 when the inspectors considered the school to be “Good”.

*“The new headteacher provides exceptionally strong leadership. He and the senior leaders are ambitious for all pupils. They focus on the right priorities to move the school forward.” pg 1 Inspection Report 2019*

*“Teaching across the school is good. Teachers’ good subject knowledge enables them to plan work that is interesting and engages pupils in their learning.” pg 1 Inspection Report 2019*

*“The curriculum is broad and rich. Pupils spend time developing skills in subjects other than English and mathematics. The curriculum is supported by a variety of visits and extra-curricular activities that pupils enjoy.” pg 1 Inspection Report 2019*

*“Pupils’ personal development, behaviour and welfare are good. Pupils have positive relationships with adults in school, which enables them to learn well.” pg 1 Inspection Report 2019*

*“Leaders correctly identify and work to remove the barriers to learning for pupils with special educational needs and/or disabilities (SEND). As a result, pupils with SEND make strong progress from their different starting points.” pg 1 Inspection Report 2019*

*“Parents and carers are overwhelmingly supportive of the school. They say their children are well cared for and safe.” pg 1 Inspection Report 2019*

*“Leadership of provision for special educational needs is effective. The special educational needs coordinator (SENCo) works diligently to support the increasing number of pupils with SEND. An assistant SENCo has recently been appointed to provide further capacity to manage growing demand. Together, leaders ensure the accurate identification of pupils’ individual needs. A focus on pupils’ entitlement to a broad and balanced curriculum is foremost in their planning, as well as supporting those pupils with complex learning and health needs. Extra funding for those pupils with SEND is used as well.” pg 3 Inspection Report 2019*

*“Additional adults are used effectively to support different groups of pupils, especially those with SEND. They demonstrate patience and an understanding of pupils’ with additional needs.” pg 6 Inspection Report 2019*

*Pupils with SEND make some good progress from their different starting points. Their needs are accurately identified and appropriate support is provided.” pg 8 Inspection Report 2019*

Clifton draws its pupils from an area of high unemployment and social deprivation. The school population is made up predominately of pupils of Asian heritage. There are substantial minorities of Somali and Yemeni children, as well as some children of African-Caribbean and European origin. Languages spoken by children in school are Arabic, Urdu, Mirpuri, Punjabi, Bengali, Gujarati, Hindi, Kurdish, Farsi, Pushto, Albanian, Italian, Portuguese, Bosnian, Romanian and Somali. Most of the children are Muslim; other religious groups represented in school are Sikhs, Christians and Hindus. Clifton Primary is part of the Greet Teaching School Alliance. The school has been awarded National Support School status and the Chair of Governors is a National Leader of Governance.