

SEND POLICY

Our Vision

All things are possible with God.

Matthew 19-26

At Little Bloxwich Church of England Primary School we see that everyone is unique and they are valued for this. Together we flourish socially, spiritually, emotionally and academically. We are part of God's family and everyone is expected to treat each other with kindness and respect as Jesus taught us to.

Special Educational Needs and Disability (SEND) Definition:

According to the Code of Practice 2015, a child or young person is considered to have special educational needs if they have a learning difficulty or disability requiring additional educational provision. This may manifest as a significantly greater difficulty in learning compared to others of the same age. Special educational provision encompasses educational or training measures that go beyond what is typically provided for peers in a mainstream setting in England. Additionally, any health care or social care provision contributing to a child's education or training is considered part of special educational provision.

Our aims and objectives:

- Ensure equality provision and quality first teaching for children with SEND.
- Adhere to legislation related to SEND, particularly the SEND Code of Practice 2015.
- Provide full access to a broad, balanced, and relevant curriculum for all children.
- Identify, plan for, and reassess the needs of children to improve outcomes.
- Enable children with SEND to flourish and reach their full potential.
- Facilitate active parental involvement in their children's education.
- Consider the wishes, views, and feelings of the child in decision-making processes.
- Provide comprehensive information about identifying, assessing, and supporting children with SEND.

LINK TO WEBPAGE_ FREQUENTLY USED TERMS

<https://lit-bloxwich.walsall.sch.uk/>

Roles and Responsibilities:

Governing Body:

The Governing Body bears the ultimate responsibility for making every effort to meet the needs of children and young people with special educational needs in the school. It is the Head Teacher's responsibility, as the school's leader, to ensure that this commitment is effectively implemented in the day-to-day operation of the school.

SENCO (Special Educational Needs Coordinator):

Mrs J Smith is SENDCo who oversees the daily provision for children with SEND, ensuring their full inclusion in all aspects of school life.

Contact :01922 684301.

Our SENCO will:

- Oversee the day-to-day operation of the policy.
- Coordinate the provision for our SEND children.
- Maintain and update the SEND list and provision map.
- Track progress using school-based and statutory assessment data.
- Complete referrals to outside agencies when necessary.
- Complete relevant documentation required for additional funding for children.
- Support and advise colleagues as needed.
- Monitor and evaluate the SEND provision and report to the governing body.
- Serve as a link with outside agencies.
- Liaise with the Designated Teacher when a looked-after child has SEND.
- Provide advice on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Liaise with parents of children with SEND.
- Coordinate with feeder nursery schools, other schools, and secondary schools to ensure a smooth transition.
- Act as a key point of contact with external agencies.
- Maintain up-to-date records of children with SEND.
- Apply for any necessary access arrangements for end-of-Key Stage assessments.

Making the School Accessible:

The Governing Body acknowledges that, currently, the school is not fully accessible to children or adults with physical disabilities requiring wheelchair use. A comprehensive access audit has been conducted, and a plan to enhance accessibility gradually is in place. This plan is available upon request.

Resourcing SEN in the School:

The Head Teacher and SENCO share responsibility for managing the budget allocated to SEND provision. The school will utilise various funding sources, such as the notional SEN budget and, if applicable, pupil premium, to deliver high-quality and appropriate support for children with SEND.

Identification, Assessment, and Monitoring:

The identification of children with SEND is integrated into the overall approach to monitoring the progress and development of all students in the school. Every teacher holds responsibility and is answerable for the advancement of children with SEND within their class.

Assess:

Class Teachers and the SENCO will conduct a thorough analysis of a child's needs, with regular reviews. In the subjects of writing, reading, and mathematics, we presently utilise *Walsall Toolkit*. These toolkits break down existing levels of attainment into finely graded steps and targets, ensuring children experience success. Each child has specific targets tailored to their individual needs.

Where appropriate, external professionals may assist in informing the assessment process. Parents will also be invited to contribute to this assessment and participate in discussions.

Plan:

Teachers will develop lesson plans and intervention strategies based on the assessments conducted, utilising the *Walsall Toolkit*.

Adjustments, interventions, and support measures, along with review dates, will be collaboratively agreed upon by staff, parents, and the child. These agreements will be documented in the Individual Education Plan (IEP).

Do:

Class teachers bear the responsibility of daily interaction with the children and monitoring their progress. They are also accountable for the advancement of the children. Additionally, class teachers and the SENCO will collaborate to plan and evaluate the effectiveness of support and interventions, involving Teaching Assistants or specialised staff as needed. IEP work is conducted at 3pm daily across the school.

Review:

The effectiveness of the support and interventions, and their impact on the child's progress, will be assessed on the agreed-upon date. Progress will be documented using the *Walsall Toolkit*, and IEP targets, with reviews conducted every term. These reviews will involve consultation with the class teacher, SENCO, parents, and the child.

If a child does not make expected progress over an extended period, we will consider seeking advice from external agencies such as Speech and Language Therapy (SALT), Educational Psychology (E.P.), Assistive Technology (A.T.), and School Health.

Exiting the SEND Register:

If the child demonstrates accelerated progress, interventions will be gradually reduced, but monitoring of the child's progress will persist. Parents will be consulted, and a mutual decision will be made regarding whether to remove the child from the SEN register.

Educational Health Care Plans

If, despite employing appropriate and purposeful methods to identify, evaluate, and cater to the needs of a child with SEND, the child does not achieve the expected progress, the school or parents may consider requesting an Education, Health, and Care Assessment. The school will provide the local authority with evidence of the measures taken as part of SEN support.

Further details on provision for children with SEN can be found in the SEN Information Report and the Accessibility Plan.

Partnership with Parents/Carers:

Little Bloxwich Primary School recognises the crucial role of parents/carers in their child's education. Parents/carers are promptly notified when their child is added to the SEND list, and they are provided with an explanation of the graduated response outlined in the Code of Practice. They are actively engaged in the review process. The SENDCO maintains an open-door policy and is accessible for meetings with parents upon request.

Staff Development:

The SENDCO ensures that staff members are kept abreast of local and national updates concerning SEND and Inclusion. Identifying training needs is a priority, and external agencies are engaged as necessary to provide the required training sessions.

Link with external services:

Connections with various external services are firmly established, encompassing Educational Psychology, Advisory Teachers, School Health, Vision Support, Occupational Therapy, Speech and Language Therapy, Social Services, and the Looked After Children Team.

Access to the Curriculum:

Each teacher undertakes responsibility and is held answerable for the children with SEND in their classroom.

A thorough, diverse, and relevant curriculum is customised to guarantee learning access for every child. Throughout the planning and teaching process, teachers endeavour to set suitable learning objectives, cater to individual learning requirements, and eradicate impediments to learning.

While children with SEND are usually educated alongside their peers in the classroom for most of the day, there might be occasions where they are removed, either individually or in small groups, to engage in targeted interventions designed to address specific needs and optimise learning results.

Supporting pupils at school with medical conditions

Little Bloxwich acknowledges that students with medical conditions should receive support to ensure they have full access to education, including participation in school trips and physical education. Some students with medical conditions may also be classified as disabled, and in such cases, the school will adhere to its obligations under the Equality Act 2010. Additionally, some students may have special educational needs and may possess a statement or Education, Health, and Care (EHC) Plan that consolidates their health and social care needs alongside their special educational provision. In these instances, the school follows the SEND Code of Practice (2015). Furthermore, all staff members are certified first aiders.

Admissions Arrangements

The school has implemented the criteria outlined in the Local Authority's admission policy. It embraces children with acknowledged special educational needs and also identifies and accommodates those who may not have been previously identified as having SEND.

Reviewed March 2025

Signed:

