

**Belbroughton CE Primary**

**School & Nursery**

Special Educational Needs Policy

**Date of Governor Approval:**

**November 2018**

**Date for Review: November 2019**

# **SPECIAL EDUCATIONAL NEEDS**

# **Aims and Objectives of this Policy**

The aims of our inclusion policy and practice in this school are:

* To provide curriculum access for all
* To secure high levels of achievement for all
* To meet individual needs through a wide range of provision
* To attain high levels of satisfaction and participation from pupils, parents and carers
* To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good 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 vulnerable learners.
* To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCo).

The Special Needs Co-ordinator is responsible for reporting regularly to the headteacher and the governor with responsibility for SEND on the ongoing effectiveness of this inclusion policy.

The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

**All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners** – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

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| **The name and contact details of the SEND co-ordinator / Designated Teacher for Looked After Children**  ***Mr Paul Fearns***  [***pf46@belbroughton.networcs.net***](mailto:pf46@belbroughton.networcs.net)  ***Telephone 01562 730208***  **SEND Governor: Mrs Claire Pottinger** |

# **Legislative Compliance**

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).** Ithas been written as guidance for staff, parents or carers and childrenwith reference to the following guidance and documents.

* SEND Code of Practice (which takes account of the SEND provisions of the SEND and Disability Act 2001) September 2014
* Ofsted Section 5 Inspection Framework April 2014
* Ofsted SEND Review 2010 “A Statement is not enough”
* Equality Act 2010
* Children and Families Act 2014

## INCLUSION STATEMENT

At Belbroughton CE Primary School our continuing drive is to provide all children and young people with an education that enables them to make progress so that they achieve their best; become confident individuals who live fulfilling lives, and are able to make a successful transition into adulthood.

* We recognise that every child is an individual with particular learning needs and abilities.
* We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
* Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children’s interests and abilities. This ensures that all children have a full access to the school curriculum.
* Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
* English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
* We focus on individual progress as the main indicator of success.
* We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs.
  + Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
  + Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

## Special educational needs (SEND)

The SEND Code of Practice (2014) sets out the definition for SEND as:

*“A child or young person has SEN if they 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:*

* *has a significantly greater difficulty in learning than the majority of others of the same age, or*
* *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”*

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| **SEND INFORMATION REPORT**  **The kinds of Special Educational Needs which are provided for in our school:** |

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with:

* Dyslexia
* Autistic Spectrum Disorders – Aspergers and PDA
* Dyspraxia
* Visual Impairment
* Hearing Impairment
* ADHD

In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil’s family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school’s devolved SEND budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil’s and the school’s needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

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| **SEND INFORMATION REPORT**   * **Our school's policies for identifying children and young people with SEND and assessing their needs** * **Our school’s arrangements for assessing and reviewing children and young people’s progress towards outcomes.** * **Our approach to teaching children and young people with SEND** * **How adaptations are made to the curriculum and learning environment of children and young people with SEND** * **How our school evaluates the effectiveness of its provision for children and young people with SEND.** |

In agreeing our staged arrangements, the school has taken into account the following statements and definitions:

*“Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils’ progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment.”*

***‘Inclusion: does it matter where pupils are taught?’ (Ofsted, 2006a)***

*“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. ”*

***SEN Code Of Practice (2014 : Para 1.24)***

*This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”*

***“Achievement for All” (National Strategies : 2009)***

*Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.*

***Ofsted SEN Review 2010***

*“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)*

***SEN Code of Practice 2014***

## STAGE 1 Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a whole-school provision map.

* All learners will have access to quality first teaching.
* Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.
* All vulnerable learners will be included on a detailed whole-school provision map, which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
  + Plan strategically to meet pupils’ identified needs and track their provision.
  + Audit how well provision matches need
  + Recognise gaps in provision
  + Highlight repetitive or ineffective use of resources
  + Cost provision effectively
  + Demonstrate accountability for financial efficiency
  + Demonstrate to all staff how support is deployed
  + Inform parents, LEA, external agencies and Ofsted about resource deployment
  + Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

### Identification and Assessment at Stage 1

Children’s needs should be identified and met as early as possible through:

* the analysis of data including entry profiles, Foundation Stage Profile scores, Standardised Assessment Tests, reading ages, other whole-school pupil progress data (School Online Pupil Tracker)
* classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
* following up parental concerns
* tracking individual children’s progress over time,
* liaison with feeder nurseries on transfer
* information from previous schools
* information from other services
* maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEND Support from the school’s devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers, Headteacher and Special Needs Co-ordinator.
* Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil’s needs. It may include a bilingual assessment where English is not the first language.
* Involving an external agency where it is suspected that a special educational need is significant.

# **Curriculum Access and Provision for vulnerable learners**

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

* teachers differentiate work as part of quality first teaching
* small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
* individual class support / individual withdrawal
* bilingual support/access to materials in translation
* further differentiation of resources
* study buddies/cross age tutors
* homework/learning support club

# **Monitoring and Evaluation**

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

* classroom observation by the Special Needs Co-ordinator and other senior leaders.
* ongoing assessment of progress made by intervention groups
* work sampling on a termly basis
* scrutiny of planning
* teacher interviews with the and other senior leaders
* informal feedback from all staff
* pupil interviews when setting new IEP targets or reviewing existing targets
* pupil progress tracking using assessment data (whole-school processes)
* monitoring IPMs and IPM targets, evaluating the impact of IPMs on pupils’ progress.
* attendance records and liaison with Education Entitlement Service
* regular meetings about pupils’ progress between teachers, the Special Needs Co-ordinator and the head teacher
* head teacher’s report to parents and governors

## Stage 2 Additional SEND Support

* Pupils will be offered additional SEND support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014 (see above).
* Under-achieving pupils and pupils with EAL who do not have SEND will **not** be placed on the list of pupils being offered additional SEND support (but may be on the school’s provision map).
* In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using the whole-school provision map (SPTO database).
* It may be decided that a small number (but not all) of the pupils on the SEND list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEND Descriptors published as part of the Local Offer.
* Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
* Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required.
* Our approach to IPMs, which we recognise are no longer prescribed in the SEND Code of Practice 2014, is as follows:
  + Our IPMs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working documents, which can be constantly refined and amended.
  + Our IPMs will only record that which is *additional to* or *different from* the differentiated curriculum plan, which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
  + Our IPMs will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
  + Our IPMs will be based on informed assessment and will include the input of outside agencies,
  + Our IPMs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
  + Our IPMs will be time-limited – at termly review, there will be an agreed “where to next?”
  + Our IPMs will have a maximum of four short / medium term SMART targets set for or by the pupil.
  + Our IPMs will specify how often we endeavour to address the target(s)
  + Our IPMs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
  + Targets for an IPM will be arrived at through:
    - Careful analysis of data and outcomes
    - Discussion between teacher and Special Needs Co-ordinator
    - Discussion, wherever possible, with parents/carers and pupil
    - Discussion with another professional

(after long discussion it has been decided not to prescribe an order of events - the precise order for this will vary from pupil to pupil).

* Our IPMs will be reviewed by the class teachers with parents and pupils (where appropriate) at least termly and where appropriate in consultation with the Special Needs Co-ordinator.

### Stage 3 Statement of Special Educational Needs or Education Health and Care Plan

* Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an Annual Review of their statement/plan.
* Our school will comply with all local arrangements and procedures when applying for:
  + High Needs Block Funding
  + An Education Health and Care Plan

and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND Support using our devolved budget at an earlier stage.

* Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

## Principles

The fundamental principles of the Code of Practice are that:

* The needs of all pupils who may have SEND either throughout, or at any time during, their school careers, must be addressed.
* There is a continuum of needs and an equally wide continuum of support to meet those needs.
* Children with SEND require the greatest possible access to a broad and balanced curriculum.
* Knowledge, views and experience of parents are vital.

## To meet these principles

* All children with SEND should be identified and assessed as soon as possible.
* Provision should be made by the most appropriate agency. In most cases this will be in school. External agencies may be involved as appropriate. Local Education Authorities must make assessments and EHCPs in accordance within the prescribed time.
* EHC Plans should have clear objectives and be reviewed annually.

Our aim, at Belbroughton Primary, is to ensure that the objectives of the Code of Practice are addressed. We respond to all children as individuals and ensure that curriculum provision and allocation of resources are carefully considered to enhance equality of opportunity for an inclusive education.

## School Philosophy

*‘Effective inclusion relies on more than specialist skills and resources. It requires positive attitudes towards children who have difficulties in school, a greater responsiveness to individual needs and critically, a willingness among all staff to play their part……’*

(‘Removing Barriers to Achievement’ The Government’s Strategy for SEN 2004)

The curriculum at Belbroughton is planned carefully, in order that the child develops academically, socially, physically, morally and aesthetically to their full potential.

The needs of all pupils are met by a relevant and differentiated curriculum, and provision for needs of children who may have special educational needs is addressed within the curriculum.

The needs of most pupils with special educational needs will be met, where appropriate, in the classroom, and those pupils will be educated alongside their peers.

We believe that parents should participate as partners in the education of the pupil, and we encourage a regular liaison between parents and school.

## ROLES AND RESPONSIBILITIES

# **Governors’ Responsibilities**

The governing body should, in co-operation with the Headteacher and Special Needs Co-ordinator, determine the school’s general policy and approach to provision for children with additional needs. They should establish the appropriate staffing and funding arrangements, and maintain a general oversight of the school’s work.

The governing body must also report annually to parents on the school’s policy for pupils with special educational needs.

## Roles and Responsibility of Headteacher

* To ensure that the Admission Policy, our school philosophy and practice enables children with SEND to be treated fairly.
* To promote the inclusion of children with SEND within mainstream schooling wherever possible, whilst promoting active partnership with parents.
* To ensure opportunities for professional development are given to the Special Needs Co-ordinator, teachers and the Learning Support Staff.
* To encourage early identification of need and appropriate early intervention and provide parents with accurate and up to date information to enable them to make informed choices about their child’s education.
* To ensure that the school receives adequate help from SEND support services and other external agencies and to ensure that the special needs co-ordinator has sufficient time to carry out their role, to ensure we offer parents effective and consistent support.
* To be responsible for allocating the SEND budget to the Special Needs Co-ordinator and overseeing the expenditure of this budget.

## Roles and Responsibility of the SEND Co-ordinator

* To liaise with and advise colleagues
* To co-ordinate provision for children with Special Educational Needs
* To monitor the school’s SEND register and oversee the records of children with SEND, both in classes and in the central filing system
* To maintain the school’s Provision Map which identifies the provision for all SEND children.
* To monitor and evaluate the appropriateness and effectiveness of provision for SEND pupils through Individual Provision Maps and Group Provision Plans.
* To analyse and interpret data from the School Average Point Score Tracking System.
* To communicate with, and report on SEND to, the SEND Governor(s)
* To liaise with external support agencies
* To manage SEND resources and SEND budget (See Appendix 6.1)
* To liaise with parents of children with SEND
* To respond to and organise all SEND administration
* To contribute to the In-Service Training of staff

## Roles and Responsibility of the Class Teacher

* Planning and delivering a differentiated curriculum giving consideration to different learning styles.
* Collecting and gathering information
* Liaising with parents, Learning Support Assistants, other support staff and colleagues, where necessary.
* Planning, monitoring and reviewing targets for SEND children in consultation with child and parents, Teaching Assistants, and Special Needs Co-ordinator
* Planning and marking work for individual pupils in accordance with individual targets.
* Ensure that evidence is kept to support assessments.
* Evaluating progress
* Attending INSET and training sessions.

## Teaching Assistants

* May be directly involved with an individual child (statement)
* Will support a group of children in planned differentiated work
* Will be involved in discussion about individual/group targets and reviews
* Will support the class teacher in meeting individual and group targets
* Will, where necessary, participate in ‘In Service Training’ and attend relevant courses

### Parent Partnership

Partnership with parents plays a key role in promoting a culture of co-operation between parents, school, Local Education Authority and others. We at Belbroughton CE Primary School recognise that ‘school based arrangements should take into account the wishes, feelings and knowledge of parents’. (Code of Practice 2:28)

* Parents are invited to attend LEA reviews
* Teachers are available for ‘immediate/urgent’ discussions after school.
* Targets for children at SEND Support and those on ‘Catch-up’ programmes are discussed during our twice yearly parent evenings.
* Parents are welcome to discuss children’s targets at any convenient time during the school year.
* Review meetings with parents and pupils are carried out to communicate progress relating to individual targets.
* Parents may borrow books, resources, games
* A home – school liaison book is used where necessary

### Management

* The Special Needs Co-ordinator is included in the Senior Leadership Team

## IDENTIFICATION, ASSESSMENT AND PROVISION

## Identification

The School Nursery, First Steps, although independently run from the school is integrated in to school life. We therefore feel we offer provision for 2 - 5 years at Belbroughton Primary School. We aim to provide early intervention and liaison between the two settings happens when appropriate to ensure this. Where a difficulty proves transient, early intervention will mean that the child may subsequently be able to learn and progress normally. However, the needs of each individual child are constantly reviewed and a particular need may be identified at any stage of their education. Identification may be based upon:

* Informal observations by class/support teachers
* Parental information
* Liaison with support services and other government agencies
* Base-line profiles
* EYFS Profile scores
* Curriculum Attainment levels (Average Point Scores APS) / Teacher Assessment (Assessing Pupil Progress)
* Information from previous schools, nurseries and play groups

## Assessment

After initial identification of pupils with special needs informal checks are ongoing through:

* Samples of work
* Observation of behaviour
* Running records
* Check lists of : key words, phonics recognition; scheme words
* Target setting / review
* Levels achieved in EFYS Profile / SATs / SPTO / APS
* The child’s own views

In addition to this, after initial observations and screening processes, more formal tests may be used to provide diagnostic information for planning progress in the areas of spelling, maths and reading. This is undertaken by a professional from the relevant outside agency.

## Provision

As recommended by the SEND Code of Practice, and in line with Local Education Authority Policy, Belbroughton CE Primary School has adopted a graduated response to meeting the needs of pupils with special education needs.

At Belbroughton CE Primary School, there are 2 methods of planned provision for a pupil identified with SEND:

* Individual Provision Map (IPM) – This indicates all targeted provision for an individual child with SEND, based on advice from outside agencies, and will indicate:
* Where a child requires provision which is specific to the needs of that child alone e.g. a seating arrangement;
* Where the needs are not specifically academic in nature e.g. a task board for self-organisation;
* Where the needs span a number of core areas e.g. a pupil with a Statement for global difficulties including Socio-emotional, Speech and Language, and Numeracy.
* Group Provision Plan (GPP) – where a number of pupils share a need for support in a similar area e.g. Phonics, Speech and Language.

The whole school Provision Map is maintained to provide an ‘at a glance’ look at the provision taking place in school and the cost in resources, time and money of such provision.

## Concern

At this level the child is causing some concern in educational / behavioural / social terms. They may also be identified as a ‘Potential Underachiever’ according to the school’s APS tracking system.

* Class teacher and TA make observations and gather evidence
* Parents are informed of concern at Parents Evening
* Special Needs Co-ordinator is informed

## SEND Support

If, after a period of close observation, the class teacher and TAs decide that the child requires interventions that are ‘additional to and different from’ those provided as part of the school’s usual differentiated curriculum and strategies, the child is moved to SEND Support.

* Parents are informed
* Special Needs Co-ordinator is involved and child’s details are included in the SEND register at SEND Support level
* Additional information is gathered
* Special Needs Co-ordinator consults external specialists
* Special assessments may be implemented
* An IPM or GPP is drawn up, monitored and reviewed each term. This may be supported and written in consultation with external specialists.
* The whole school Provision Map is updated.

## Integrated Assessment for an EHC plan

If the child remains a significant cause for concern an integrated assessment may be requested.

* Special Needs Co-ordinator consults parents and outside agencies
* Local Education Authority may be asked to initiate a statutory assessment
* If the Local Education Authority decide to go ahead with the EHCP the process should take no longer than 6 months
* The EHCP is reviewed annually
* Targets are written in consultation with external specialists.
* A more detailed IPM will be written to support the child’s needs and regularly reviews will take place with the parents’ input.

**Dyslexia Friendly School**

It is the responsibility of all teachers to ensure that their classrooms adopt dyslexia friendly strategies. A checklist is provided from the Special Needs Co-ordinator in order to implement these strategies. Regular monitoring takes place by the Special Needs Co-ordinator. Any pupil which a teacher observes to indicate dyslexic tendencies should be assessed with the Dyslexic characteristics sheets available from the Special Needs Co-ordinator. If 50% or more characteristics are highlighted, the pupil may begin on the Worcestershire Dyslexia Pathway which is managed by the Special Needs Co-ordinator and requires the partnership of parents, teachers and external agencies over time.

## Complaints Procedure

Complaints regarding SEND provision should initially be discussed with the class teacher and Special Needs Co-ordinator. If this fails to provide a satisfactory answer then the school’s complaints procedure policy should be consulted.

**INSET / CONTINUING PROFESSIONAL DEVELOPMENT**

The Special Needs Co-ordinator attends regular in service training sessions held within the county and should attend additional courses and conferences to enhance teaching and learning within the school and which are important in their own professional development. The Special Needs Co-ordinator arranges for teaching staff and TA’s to attend courses appropriate to the needs of particular children.

**EXTERNAL AGENCIES –**

Often, the effective action on behalf of children with special educational needs will depend upon close co-operation between the school concerned, the Local Education Authority, the health services and the social services department or local authorities.

Services which Belbroughton CE Primary may draw upon include:

* Chadsgrove Teaching School
* Learning Support Service
* Behaviour Support Service
* Education Psychology Service
* CNN Support Service
* Integrated Specialist Support Service (including Hearing Impaired; Visually Impaired; Complex Communication/ Autism Teams)
* Early Years’ Forum
* Educational Welfare Service
* Counselling Service
* CAMHS
* Speech and Language Service
* Social Services Departments
* Occupational Therapy
* Physiotherapy departments within the Health Service.

## Liaison with External Agencies

* The Special Needs Co-ordinator is responsible for liaison with external agencies
* Class teachers inform Special Needs Co-ordinator of concerns and evidence is collected and recorded
* Parents are fully informed and involved
* A termly meeting, with the Headteacher and other senior leaders, takes place once a term and is chaired by the to discuss SEND pupils to ensure all needs are being met.

## Transition

* Early Years Coordinator / Special Needs Co-ordinator liaises with Nurseries to ensure that the transition from Nursery to Reception, for children with additional needs is carefully monitored.
* All SEND records are passed on to the relevant Special Needs Co-ordinator at KS3. When appropriate the Special Needs Co-ordinator from transition schools makes arrangements with parents of children with special needs to discuss arrangements prior to them starting at their new school in September. The SEND Governor liaises with the parents of Year 6 pupils leaving Belbroughton CE Primary to ensure the transition is managed in the best interests of the pupils.

**APPENDIX**

## 6.1 Allocation of Funding - April 2012

The Head teacher has overall responsibility for funding – devolved standard funds and funding for Children with EHCPs. The yearly budget is discussed with Special Needs Co-ordinator and funds allocated accordingly so that provision and resources meet children’s needs. The Special Needs Co-ordinator manages the SEND budget.

## 6.2 SEND Resources

# Informed, flexible and compassionate teaching staff and TA’s

Outside Agencies – involved as necessary

Parental involvement – to build on and develop learning

Planned differentiated curriculum

Use of ICT to support specific needs

Programmes and interventions suggested by external agencies for specific children

Visual timetables

SEND learning aids

* spelling resources
* reading resources
* developing listening skills
* developing sequencing skills
* co-ordination equipment
* numeracy resources

Circle time

Playtime / lunchtime buddies

## INSET / Continuing Professional Development

* All records of INSET, Special Needs Co-ordinator and specific TA training are kept by the Special Needs Co-ordinator
* Our Performance Management process allows all staff opportunities to discuss further training. The Special Needs Co-ordinator aims to provide information regarding SEND courses available to those members of staff expressing interest in continuing professional development.