DEVONSHIRE INFANT AND JUNIOR ACADEMIES

SEND POLICY AND INFORMATION REPORT AND POLICY

Devonshire Junior Academy

Devonshire Infant Academy

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WHAT DOES SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES MEAN?

Definition Of Special Educational Needs

For children of two or over, special educational provision is that, which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority (LA), other than special schools.

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

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.

Definition of disability

A person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

AIMS AND OBJECTIVES

At Devonshire Infant and Junior Academies the learning, achievements, attitudes and well-being of all our children are paramount. We encourage all our children to achieve the highest possible standards. We do this by taking account of the child's life experiences, the needs of each individual and using these as a baseline for our teaching.

Staff are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities.

We believe that:

- High expectations are key to securing good progress;
- Accurate assessment is essential to securing and measuring progress;
- Age and prior attainment are the starting points for developing expectations of pupil progress.

WHAT ARE THE AREAS OF NEED THAT THE SCHOOL SUPPORTS?

Areas of need:

Devonshire infant and junior academies endeavour to meet the educational needs of children who may have:

- Cognition and Learning Needs
- Communication and Interaction Needs
- Social, Emotional and Mental Health Needs
- Physical and Sensory Needs

Devonshire infant and junior academies have a Focus Provision for autistic children.

The person in school with responsibility for special educational needs is the special educational needs coordinator or SENCO.

At Devonshire Infant and Junior Academies this is

Ms B Barnsley

OFFICE@DEVINFACADEMY.ORG.UK

OFFICE@DEVJUNACADEMY.ORG.UK

Infants -0121 5581652

Junior -0121 558 1654

WHAT IS THE SCHOOLS' ADMISSIONS POLICY FOR CHILDREN WITH SEND

- Devonshire Infant and Junior Academies adhere to the local authority's policy for admissions.

- For Focus Provision Placements there is an admissions procedure set out but the Local Authority SEND team.

HOW DO WE IDENTIFY AND ASSESS CHILDREN WITH SEND?

- Early identification of children with SEND is paramount to ensuring they receive appropriate support within school.
- Children can be identified through concerns expressed by parents, teachers, support staff and outside agencies.
- Once a concern has been raised and discussed, the SENCO may conduct observations and assessments relating to the area of concern and determine whether the child meets criteria for additional SEN support.
- In the main, children in school will have their educational needs catered for within standard differentiated planning, as created by the class teacher as part of quality wave 1 teaching.
- The school is committed to early identification of special educational needs and disabilities and adopts a graduated response to meeting those needs in line with the code of practice 2014

- Provision for children with special educational needs is a matter for the school as a whole. In addition to the Academy Council, the school's head teacher, the SENCO and all other members of staff have important day-to-day responsibilities.

- All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility, involving a continuous cycle of planning, teaching and assessing which takes account of the wide range of attainment, requirements and interests of children.

- The majority of children will learn and progress within these arrangements. Those children whose overall attainment, or attainment in specific subjects, fall significantly outside the expected range may have special educational needs

- If the class teacher, a member of support staff, a parent or carer feels that a child is making little or very limited progress then a ‘record of concern’ form should be completed by the class teacher and forwarded to the SENCO. More detailed observations and discussions will then follow. An informed decision can then be made as to whether a pupil needs additional support.

- If the child meets the criteria for additional support then appropriate support, advice, strategies and/or interventions are identified to close the gap between the child’s current attainment and expected attainment. The pupil will then be recorded as having additional SEN support, and will receive additional targeted support within the classroom environment. Specialist intervention programmes may also be put into place under the direction of the SENCO.

- Additional support may be implemented before a child is identified as having special educational needs.

WHAT IF MY CHILD IS STILL NOT MAKING PROGRESS?

If the child is still not making expected progress with intervention then permission may be sought from parents to consult with outside agencies, such as inclusion support or speech and language therapists. Pupils and parents/carers will be kept informed and involved.

An appropriate agency may be involved and further assessments and observations completed.

Outside agencies may recommend strategies or interventions to support the child in school.

Some pupils may require long term additional support beyond that which the school is able to provide though their usual funding.

In order to facilitate this, a request for an Education and Health Care Plan assessment may be needed. Supporting evidence is made available to the local authority who considers the request.

COMMUNITY ASSESSMENT MEETINGS

In Sandwell, if school, outside agencies and parents feel that an Education and Health Care Plan may be needed they must first hold a Community Assessment Meeting (CAM).

At the CAM, all parties (the child or young person, parents, school, other support agencies) will meet to look at the evidence and plan a way forward.

This may result in the local authority deciding to start an assessment which could result in an EHCP being produced. However, not all CAMs will result in an EHCP assessment request.

If issued, the EHCP will detail the child's needs, short and long term outcomes and the provision required to achieve those outcomes.

WHAT IS AN EDUCATION AND HEALTH CARE PLAN?

- A local authority must conduct an assessment of Education, Health and Care Needs and prepare an Education, Health And Care (EHC) Plan when it considers that a child or young person may need more support than is available through special educational needs support.

- Following a request for assessment or the child or young person having otherwise been brought to its attention, the local authority must determine whether a statutory Education, Health And Care assessment is necessary, make a decision, and communicate its decision to the child's parent or young person.

- The whole assessment and planning process must take no more than 20 weeks.

- When making an Education, Health And Care assessment local authorities must consult the child and his or her parent, or the young person, and take into account their views, wishes and feelings and any information provided by them or at their request. Local authorities must also gather advice from relevant professionals.

- Following assessment, if the local authority decides that a statutory EHC Plan is not necessary, it must notify the relevant parties and give the reasons for its decision. This notification must take place within 16 weeks of the initial request or of the child or young person having otherwise been brought to the local authority's attention.

- The local authority must send the draft EHC Plan (including the appendices containing the advice and information gathered during the assessment) to the child's parents or the young person and give them at least 15 days to give views and make representations on the content.

WHAT ARE ANNUAL REVIEWS?

- An Annual Review is a statutory requirement for all pupils with an Education And Health Care Plan (EHCP)

- Pupils with an EHCP have progress and support reviewed annually. The review will involve and include parents, carers, the child and other professionals who have worked with the child. All will be invited to submit a written report available for dissemination/discussion at the annual review, thus enabling future needs and support to be evaluated.

- A report, detailing all information, will then be written by the school and forwarded to the local authority.

WHAT IF MY CHILD CANNOT ACCESS AGE APPROPRIATE CURRICULUM?

- Where age appropriate curriculum targets are unsuitable for an individual child because they are working significantly below age related expectations, it may be beneficial to create an individualised curriculum that may be delivered daily through individual support within the class setting.

- Where outside agencies provide specific programmes or targets, such as speech and language or physiotherapy, the school will aim to support these where possible.

- The schools also provide support for children with communication or complex difficulties through small group work. These groups may develop life skills, independence and self help skills and use symbols and Makaton to aid communication. Both schools also have staff trained in the use of Makaton signing.

- Planning takes into account the specific needs of children identified as having a special educational need and/or disability. Every child will be involved in class activities at an appropriate level.

WHAT IF STAFF NEED EXTRA TRAINING OR FUNDING TO SUPPORT MY CHILD?

It is the responsibility of the head teacher and the SENCO to ensure that staff have up-to-date training in specialist areas of need if necessary.

Currently we have staff in school who are trained in the following areas:

- **Hearing impairment**
- **Speech and language therapy programmes**
- **Physiotherapy and occupational therapy programmes, including sensory integration**
- **Social, Emotional and Mental Health strategies**
- **Complex communication needs**
- **Autism**
- **Moderate learning difficulties**
- **Manual handling**
- **Makaton**
- **A range of wave 2 and 3 interventions**
- **First aid**

In the case that further training may be needed, the head teacher and SENCO would endeavour to provide this. This may be in the form of in house training, for example by the SENCO, training run by local authority e.g. Inclusion support or may be through an independent provider.

Additional funding?

Funding for additional support can come from a number of areas

- In the case of low level needs it may be met through the school's notional budget
- For children who have a higher level of need it may be through additional funding incorporated into a EHC plan
- For children who require specialist high cost equipment, this may be through the high cost funding budget.

- In addition, access arrangements may be made for children with SEND, including transport (where applicable), access to the building and modified toileting facilities.

- DEVONSHIRE INFANT ACCESSIBILITY PLAN HTTP://WWW.DEVONSHIREJUNIORACADEMY.ORG/WP-CONTENT/UPLOADS/2020/09/098C18_5F17029CC291467E949A698F9E18EFA6.PDF
- DEVONSHIRE JUNIOR ACCESSIBILITY POLICY

HOW WILL WE CONSULT AND INVOLVE PARENTS OF CHILDREN WITH SEND?

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs and/or disabilities will be treated as partners and supported to play an active and valued role in their children's education.

We aim to:

- Provide a comfortable and welcoming environment where parents/carers can discuss any concerns
- Ensure shared knowledge and support via review meetings and parent evenings
- Take into account parents' knowledge, views and attitudes
- Consult with and involve parents at all stages of their child's provision
- Provide parents with information on school policy, support and services provided by the school and the LA
- Ensure communication is clear and effective
- Enlist the help of parents with home activities designed to reinforce work in school.

Parents and carers will be given the opportunity to meet with school staff at least once a term to discuss their child's provision, needs and wellbeing. They will have the opportunity to express their views and opinions and school will keep them informed of intervention and progress.

However we recognise that difficulties may arise in a minority of cases and respect the right of parents and carers to seek independent advice and support. This is available within Sandwell through the Send Information and Advice Service and regionally through the mediation service.

If a parent has a complaint about the SEN provision for their child, we encourage them first to talk to the teacher, SENCO or head teacher.

If following this, the complaint is not resolved, please see the schools complaints procedure.

We also encourage parents to contact the free and impartial service for parents of children with SEN.

Sandwell send information, advice and support service (SEND IASS)

The Sandwell Send Information, Advice And Support Services offers a free, confidential and impartial service for all parents and carers of children with special educational needs in Sandwell to help them navigate a way through the new send legislation.

- Sandwell Send Information And Advice Support Service
  Cape Hill Children's Centre
  Corbett Street
  Smethwick
  B66 3px
  Telephone - 0121 500 4010

HOW WILL WE CONSULT AND INVOLVE YOUNG PEOPLE IN THEIR EDUCATION?

Pupil's views are very important and feed directly into all policies, procedures and daily teaching of children with SEND. Children and young people with special educational needs often have a unique knowledge of their own needs and their views will be ascertained. They will be encouraged to participate in all the decision-making processes.

Pupil's are given opportunities to:

- Self assess
- Take part in student council
- Attend review meetings (where appropriate)
- Suggest possible targets to achieve
- Suggest how school an better provide for their needs
- Be part of class discussions

Pupils also have the option to attend mentoring sessions in school to discuss how they feel about their learning, and to work alongside staff in order to achieve their potential.

WHAT IS THE ROLE OF THE ACADEMY COUNCIL?

The role of an SEN Academy Councillor includes:

- Helping to raise awareness of SEN issues at Academy Council meetings
- Ensuring that the school's notional SEN budget is appropriately allocated to support pupils with SEN
- Giving up-to-date information to the Academy Council on the quality and effectiveness of SEN and disability provision within the school
- Helping to review the school's policy on provision for pupils with SEN
- Assuring the Academy Council that the school website publishes the school’s SEN information report
- Have a clear working knowledge of the SEND code of practice
- Be aware of their school’s systems for SEND provision
- Build a good working relationship with the school's special educational needs co-ordinator (SENCO)

WHAT OUTSIDE AGENCIES DO THE SCHOOL LIAISE WITH?

As a school we have regular access to...

Sandwell Inclusion Support Team

Physiotherapy and Occupational Therapy Services

Speech and Language Therapy (SALT) Service

School Nurse

CAMHS (Child And Adolescent Mental Health Service)

Family Support Services

Early Help Team

Social Services

Looked After Children (LAC) Service

If your child requires support from an outside agency you will be consulted before hand.

Some of these agencies require parents to refer. If we feel this may be necessary we will ask you to contact the agency, but can support you in doing so.

The SENCO maintains a professional dialogue with all external agencies involved with a child, or will initiate a professional dialogue if external support is required. External agencies regularly attend school to review children with SEND in order to ensure the correct and appropriate provision is in place. DBS checks are sought by the school before external agencies have access to any children.

WHAT SUPPORT SERVICES CAN I ACCESS?

In addition to the services the support in school, parents and careers can access information from the following organisations:

- **Special Educational Needs Service**

TELEPHONE: 0121 569 8240

EMAIL: SEN_TEAM@SANDWELL.GOV.UK

Children's Services
SEN Service
Connor Education Centre
Connor Road
West Bromwich
B71 3dj

- **Sandwell SEND Information and Advice Support Service (SENDIASS)**

Greets Green Children's Centre, Wattle Road, West Bromwich B70 9EZ T: 0121 500 4010

- **Sandwell Parents for Disabled Children**

The Old Vicarage, 44 Bratt Street, West Bromwich, West Midlands, B70 8SB

0121 553 2093 info@sp-dc.org

- **Autism West Midlands**

Kings Norton Business Centre
Imperial Court
Sovereign Road
Kings Norton
B30 3ES

Reception: 0121 450 7582
Helpline: 0121 450 7575
Email: info@autismwestmidlands.org.uk

- **Contact a family**

Offer relevant, up-to-date and validated information on hundreds of medical conditions.
Http://www.Cafamily.Org.Uk/medical-information/

- **Sandwell Asian Family Support Service** (Safss),

Fenton St, Smethwick, West Midlands B66 1hr
T: (0121) 558 2198 f: (0121) 558 7771

HOW DOES THE SCHOOL SUPPORT TRANSITION?

Transition from school to another primary setting

- Where possible the school will hold a consultation/transition meeting, where information about the child is exchanged
- Involvement of Inclusion Support during the transition (where necessary)
- In class observation/meeting with the child
- Keep Sandwell LA informed as to any movement of children with SEND into or out of the school

Transition from school to secondary settings

- School will liaise with secondary school SEND leaders and mentors through meetings to discuss provision required
- Transference of all SEND records promptly
- Follow carefully designed transition programme (with input from inclusion support team) for specific pupils
- Organise additional visits for the child to the new setting to ensure A smooth transition (if needed)

HOW DOES THE SCHOOL SUPPORT TRANSITION?

Transition to new classes

Every child will have a visits to their new class teacher in their new classroom at the end of every academic year to enable children to become familiar with their new teacher, support staff and physical environment.

Some children will require more planning time to ensure transition is smooth. The school may also hold 'information sharing session' with new class teachers before the new academic year.

Transition from infant to junior

Children who require additional transition when entering the Junior school may be offered additional buddy transition in which they are paired with a current Junior child who can support the in their transition.

They may also have additional visits to the Junior environment, new class and/or group sessions.

DEVONSHIRE INFANT AND JUNIOR ACADEMIES' FOCUS PROVISION FOR AUTISTIC CHILDREN

- In September 2015 Devonshire Infant and Junior Academies established a Focus Provision for children with an autism diagnosis.

- As part of the provision children will be allocated a key worker and have access to personalised timetables and differentiated provision. Children and families will have access to a range of professional support, including Educational Psychologists, Speech and Language Therapists and the Complex Communication and Autism Team.

- Children will be part of a mainstream class and will engage in class activities based on individual needs. There are also quiet Focus Provision areas in each academy with individual work stations and sensory rooms.

- As part of their personalised provision children will have opportunities to engage in a range of small groups activities such as life skills, social skills, communication and sensory sessions according to need.

- Staff at school will be involved in ongoing training relating to areas of need and will be able to offer both outreach and inreach support to local schools.

- The admissions process for the Focus Provision is via request at Annual Review or Education And Health Care Plan, at which point the local authority will consider the most appropriate placement for the child. The school is not responsible for allocating places within the Focus Provision.

WHAT IS THE LOCAL OFFER?

The government requires local authorities to set out a local offer. The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them.

The offer will include provision from birth to 25, across education, health and social care and should be developed in conjunction with children and young people, parents and carers, and local services, including schools, colleges, health and social care agencies.

If you would like to view Sandwell's local offer please click the link below.

HTTP://WWW.SANDWELL.GOV.UK/SEND