



Special Education Needs and Disability Policy

Aims

Our guiding principle is one of Inclusion. We aim to identify and break down possible barriers to learning. Through our high-quality planning, teaching and provision we aim to:

- Identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEN
- Ensure that all children have access to a broad and balanced curriculum which is differentiated to enable children to understand the relevance and purpose of learning.
- Provide an accessible learning environment which is tailored to the individual needs of all pupils.
- To value and encourage the contribution of all children to the life of the school
- Develop children's independence and life skills
- To closely monitor and track those children with education, health and care plans (EHC Plans) and those categorised as needing Special Educational Needs Support (SENS).
- Provide good quality and relevant training for all staff members supporting children with SEND.
- Work in partnership with parents and carers.
- Work closely with external agencies and other professionals to hone and develop our provision for children with SEND.

Management of Special Educational Needs in school

Implementation of the School Development Plan and coordination of provision for pupils with SEND is led by the school SENCo Mrs S Billingham supported by a SENCo Assistant Mrs A Totney- Powell.

SENCo role (SEND Code of Practice, 2015)

The SENCo will:

- oversee the day-to-day operation of the school's SEND policy
- co-ordinate provision for children with SEND
- liaise with the relevant teacher and the school's Safeguarding Team when a Looked After pupil has SEND
- advise on a graduated approach for SEND support
- advise on the deployment of the school's budget and other resources to meet pupil needs
- liaise with parents of pupils with SEND
- liaise with external agencies for example, educational psychologists, health and social care professionals, LA SEND advisory team
- support a smooth transition for pupils between schools
- work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring all record keeping, monitoring and data for pupils with SEND is up to date

Governing Body and Head Teacher

Specific responsibility for SEND will be given to a named Governor. The named Governor for SEND is Samantha Atkinson.

The Governing Body, head teacher and SENCo will develop a strategic approach to meeting SEND in the context of total resources available including any resources targeted at particular groups e.g. Pupil Premium

Admissions

Rood End has adopted Sandwell's Admissions Criteria and does not discriminate against pupils with SEND or disabilities.

Identification of SEND

The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation.

A pupil has SEND where their learning difficulty or disability requires special educational provision, which is "different from or additional to that normally available to pupils of the same age" (SEND Code of Practice, 2015).

To be placed on the SEND register we use the identifying SEND pathway, and use the graduated approach to monitor and review provision.

SEN support and EHCP (Education, Health and Care Plan)

Where additional support is required to meet the needs of the individual child but cannot be reasonably be provided from the resources normally available to the school, the school, in consultation with parents, will consider whether requesting an Educational Health and Care assessment from the Local Authority is appropriate. Application for a EHCP will be made using Sandwell's Special Educational Needs and Disability – Handbook for Education. More information can be found on the Local Authority's Local Offer website. Parents are fully informed and supported during the application for any EHCP. EHCPs are reviewed annually.

Training

The SENCo and SENCo Assistant will attend SENCo network meetings and other training provided by the local authority in order to keep up to date with local and national updates in SEND. School staff training is part of the School Development Plan. SENCo (Samantha Billingham) has gained the NASENCO qualification in October 2022.

Partnership with Parents

The school is fully committed to partnership with parents of pupils with SEND. Parents are involved in discussion about provision and are provided with the information and support necessary to enable participation in making decisions. Rood End encourages all parents to approach the school at any time for advice or to discuss concerns. We hold termly parents evenings and annual reviews where teachers and parents work together to review individual targets.

Transitional Arrangements

Records are passed onto a new school and the SENCo will speak directly to the school collect concerning long-term and complex issues.

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Reviewed: 04.05.2022, 12.5.2023