



St. Ambrose Barlow Catholic Primary School

Headteacher: Mr J Clinton

0121 464 2791

www.sab.bham.sch.uk

enquiry@sab.bham.sch.uk

@SAB_B28

St. Ambrose Barlow Catholic Primary School, 841 Shirley Road, Hall Green, Birmingham, B28 9JJ

Mission Statement

**With St. Ambrose Barlow as our guide
and Jesus at our side, we are all learning to
live, love and work together.**

Aims and Guiding Principals

At St Ambrose Barlow Catholic Primary School, we believe that each individual is uniquely created by God and has a distinct contribution to make to our community. We believe as a Christian Community that we need to be open to each other's special needs - whether they be spiritual, emotional, intellectual, physical, educational or social.

The mission of the school is to foster the personal development of each child by helping them to be responsible, by building their self-esteem, being sensitive to their needs and promoting values of fairness and forgiveness. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We will especially support all our vulnerable learners taking into consideration the many difficulties that children experience that present barriers to learning.

At St Ambrose Barlow Catholic Primary School, we believe all children, including those identified with special education needs and disabilities, have a common entitlement and this policy describes the needs of children who experience barriers to learning.

Introduction

Definitions of special educational needs and disabilities (SEND) taken from section 20 of the Children and Families Act 2014:

A child or person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 settings.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so 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. Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND.

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A child with special needs may need extra or different help at school or home because of a range of difficulties that come under the 4 identified broad areas of need according to the SEND Code of Practice (2015) i.e.

- Communication and Interaction SEND Policy
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

Aims and Objectives of this Policy

This policy aims to ensure that curriculum planning, learning and assessment for children with special educational needs and disabilities takes account of the nature and extent of the difficulty experienced by the child.

We aim to work with the LA to ensure high levels of achievement, effective learning, progress and development to all pupils regardless of any special educational needs ensuring that:

- All children are given equal access to the curriculum and that each child's achievements are valued
- All learners make the best possible progress
- Procedures for identifying children with SEN are known by all staff and identified as soon as possible.
- Staff are kept aware of appropriate provision and of the needs to differentiate for the range of SEND and are provided with regular training and development
- Parents and carers are informed of their child's special educational needs and provision, and that there is effective communication between parents/carers and the school
- Records on provision map follow the child through the school and are clear, factual and up-to-date
- Every child has an equal opportunity to participate in all aspects of school life, irrespective of race, gender or need.
- Pupils are involved wherever possible in the planning, review and target setting of his/her programme of work.
- Individual needs are regularly monitored and reviewed and clear records of any action taken are maintained
- There is adequate resourcing for SEND and involvement of outside agencies where appropriate
- To liaise with relevant early years settings and secondary schools to ensure smooth transition between settings and the transfer of records.

Procedure for SEND Support

The trigger for SEND Support is:

A decision made, following testing, assessment or parental concerns that shows that current support is not sufficient to ensure adequate progress

The SENDCo, in consultation with the class teacher, will:

- Assess the child's needs that are central to the process, 'the child centred approach'.
- Ensure that a graduated approach of assess, plan, do and review is adopted.

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- Support the class teacher.
- Make arrangements for monitoring progress and set a review date.
- Consult with parents.
- Consult with the young person on the nature of their SEND and the support they will have available.
- Review all the available information and contact appropriate external advisory agencies e.g. Pupil and School Support (PSS), Educational Psychologist (EP), Speech and Language therapy (SALT) and Forward Thinking Birmingham.
- Collect any additional information from any other appropriate agencies.
- Review all the available information and collect any additional information from any other appropriate agencies on a termly basis.

Education Health and Care Plans

In some cases, the conclusion may be reached that, having given extra SEND support to meet the learning needs of the pupil, that pupil's needs remain substantial and cannot be effectively met within the resources normally available to school. The pupil will have been receiving SEND Support and will have been monitored with the aid of outside agencies.

If the school and parents still have concerns we may therefore draw the pupil to the attention of the Local Authority (LA) with a view to complete a School Support Provision Plan (SSPP) or to complete a formal statutory assessment and development of an Education, Health and Care Plan. A SSPP enables schools to access funding to support the pupil and meet their needs quickly and effectively in the hope of removing them from the SEND register once this need has been supported.

If this is not the case and the child requires further specialist support and provision in order to meet their needs, then an EHCP will be completed. For an EHCP, the school will be required to state clearly the reason for the referral and submit the following information through the process of a Team Around the Child (TAC) meeting.

- Recorded views of parents and where possible the pupil, at the earliest stages of assessment, with action and support to date
- Any relevant medical information
- Where appropriate, evidence relating to Social Services involvement
- Individual intervention record/ pupil profiles
- Evidence of involvement of outside specialists.

Once the formal assessment is completed, an Education, Health and Care plan may or may not be issued. The whole process from the point of assessment should take no longer than 20 weeks. Once an EHCP is in place it will be reviewed annually with the support of parents, professionals and where appropriate, the child.

Management of Inclusion within our school

The Head Teacher and the Governing Body have delegated the responsibility for the ongoing implementation of this policy to the Special Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to the head and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy.

Governing Body

The Governing Body, in consultation with the Head Teacher, determines the school's policy and approach to provision for the pupils with special educational needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work.

The Governing Body, having regard to the Code of Practice will:

- Ensure appropriate provision is made for any pupil with SEND
- Ensure all children; including those with SEND have access to a broad, balanced and appropriately differentiated curriculum
- Appoints a representative of the Governing Body to oversee SEND provisions
- Ensure that pupils with SEND are fully involved with school activities
- Ensure they are involved in developing and reviewing SEND policy

Headteacher

The Head Teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.

Special Educational Needs Coordinator

In line with the recommendations in the SEN Code of Practice 2015, the SENCO will oversee the day-to-day operation of this policy in the following ways:

- Managing the day to day implementation of the SEND policy
- Coordinating provision for pupils with SEND
- Liaising with and advising colleagues
- Overseeing the records of all pupils with SEND
- Liaising with parents of children with SEND
- Leading the continual professional development of staff.
- Completing the documentation required by outside agencies and the LA
- Managing a range of resources, human and material, to enable appropriate provision for children with SEND
- Assessing and supporting pupils with special educational needs and disabilities
- Giving pupils the opportunity to be able to make decisions
- Liaising with secondary schools to ensure effective transfer of pupils
- Supporting teachers when writing individual learning plans and scaffolding the curriculum in planning
- Liaising with support staff who deliver the intervention programmes
- Liaising with the school's Inclusion Governor, Mrs Grew.
- Working with outside agencies and organisations to develop the Local Offer

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. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Partnership with Parents/Carers

We value the views of parents regarding their children and see them as partners. Communication and consultation with parent's form part of the school's review system which in turn informs policy and practice. We aim to provide support to parents and carers ensuring that pupils with Special Educational Needs and Disabilities access and enjoy the curriculum achieving the best possible results.

Communication with parents is both formal and informal throughout the year and informs policy and practice.

- Review meetings with the SENDCO
- Parents' evenings
- By appointment
- At the beginning and end of the school day
- By telephone regarding issues that may arise during the day

Concerns

If any parent/ carer has a concern regarding the process of supporting pupils with SEND at St Ambrose Barlow Catholic Primary School, then the class teacher should be contacted in the first instance. If the parent/carer requires further assistance, then they should contact the SENCo.

If any parent/carer feels the concern has not been resolved and wishes to make a complaint, the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy.)

The name and contact details of the SEN co-ordinator:

Miss Traynor

Please call at the school office or contact on 0121 464 2791

Or email SEN@sab.bham.sch.uk

POLICY WAS AGREED AND ACCEPTED BY THE GOVERNING BODY AT A MEETING HELD ON 6th April 2022

Signed (Chairman of Governing Body)