

# Heath Mount Primary School's Special Educational Needs & Disability (SEND) Policy



## [Rights Respecting Schools' Article/s](#)

A23: A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

A28: Every child has a right to an education.

A29: Education must develop every child's personality, talents and abilities to the full.

Approved 25th May 2025, due for review 25th May 2026

# **Special Educational Needs & Disability (SEND) Policy**

## **Policy Aims**

Our policy aims to:

- Set out how Heath Mount Primary School will support and make provision for children with special educational needs and/ or disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for children with a SEND

## **MAT Vision**

All our schools to be outstanding beacons of equality, where pupils succeed in a safe, innovative, and vibrant learning community.

## **School Aims**

- To raise the aspirations of, and expectations for, all children with SEND
- To remove barriers to achievement
- To provide equal opportunities for all
- To seek the views of children with SEND
- To make teaching and learning responsive to the diverse needs of the children
- To encourage all children to achieve their full potential
- To form close links with parents/carers
- To reinforce that SEND is a whole school priority and that all teachers are teachers of children with SEND

## **School Objectives**

- To provide a Special Educational Needs and Disabilities Coordinator (SENDCo) who will work within the Policy for SEND
- To work within the guidance provided in the SEND Code of Practice, 2015
- To identify and provide for children who have special educational needs and/or additional needs
- To provide a focus on individual outcomes for children
- To be aware of the holistic needs of every child and be mindful of their academic attainment and their physical, social and emotional wellbeing
- To make appropriate provision to overcome all barriers to learning and ensures children with SEND have full access to the National Curriculum
- To empower children to contribute to their learning process
- To work with parents and carers and support them in understanding SEND procedures and practices and provide regular feedback on their child's progress
- To provide training, support and advice for all staff working with children with SEND
- To contact outside agencies as required

## Legislative Framework

This policy for children with special educational needs or disabilities is governed and informed by the statutory frameworks set out in the following documents:

- 0-25 Special Educational Needs & Disability (SEND) Code of Practice January 2015
- Children and Families Act 2014
- Working Together to Safeguard Children July 2018
- Equality Act 2010: advice to schools DfE May 2014, updated 2018
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014, updated 2017
- The National Curriculum in England framework document Sept 2013, updated 2015
- Teachers Standards, (DFE, 2013)

## Definition of Special Educational Needs

A child with special educational needs requires something **different from or additional to** other children of the same age to make progress. At Heath Mount Primary School, we are aware that there are many factors that affect achievement, including ability, emotional and mental health, home circumstances and maturity.

The Special Educational Needs and Disability Code of Practice 2015 states that:

“xiii. A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

- xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
- a) Has a significantly greater difficulty in learning than the majority of children of the same age; or
  - b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- xv. For children aged two or more, special educational provision is educational or training provision that is **additional to or different from** that made generally for other children or young people of the same age.”

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.

According to the 0-25 Code of Practice 2015, the four main areas of SEND are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

## Identifying Special Educational Needs

At Heath Mount Primary School, we use a variety of different ways to identify whether a child has special educational needs. Some of these ways include:

- Observations
- Information from parents and carers
- Information from the child
- Discussions with adults who work with the child
- School based assessments
- Specialised assessments carried out by the school's external agencies
- Information from previous schools or settings
- Results from end of Key Stage assessments
- Use of the language and literacy, and maths toolkits

The results of any tests and information we have collected on individual children will be shared openly with parents.

Children may be seen as needing provision which is **additional to or different from** that provided as part of normal class teaching and learning when they:

- Make little or no progress even when teaching approaches are targeted particularly in a child's area of weakness;
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques employed by the school;
- Has sensory or physical difficulties and continues to make little or no progress despite the provision of specialist equipment;
- Has communication or interaction difficulties and continues to make little or no progress, despite the provision of a differentiated curriculum.

## Targeted Support

This is action or provision which is additional to or different from what is available to all. Pupils benefiting from targeted support will have a profile, which will include the following information:

- Background information about the pupil's difficulties, strengths and interests
- Short-term targets and desired outcomes
- Classroom differentiation
- Targeted support strategies to remove barriers to learning

## Specialist Support

If the school has evidence that a child is making insufficient progress despite significant and appropriate intervention, they will require specialist support. This is when outside agencies become involved. Written parental consent is sought before involving any of these agencies.

These outside agencies may provide advice on the use of new or specialist strategies or materials. They may administer more specialist assessments that can inform the planning and measurement of a child's progress. A SEND support plan may be drawn up at this stage if deemed necessary in consultation with outside agencies and reviewed regularly.

### **Education, Health and Care Plans (EHC Plans)**

In very few cases, if a child is still demonstrating significant cause for concern despite a SEND support plan being in place, a request for an EHC Plan will be made by the school to the Local Authority, who will then consider the school and educational professional's evidence, along with any provided by the Health and Social Care professionals. This will decide the nature of the provision necessary to meet the young person's SEND.

### **Review of Provision**

All profiles will be reviewed regularly by the teacher in consultation with the SENDCo and any other relevant professionals. Parents and pupils will be asked to contribute to this review at termly SEND Review Meetings and if applicable, at the Annual Review for an EHC Plan.

The child's class teacher and SENDCo will decide on the nature of targeted and specialist support which may be in the form of:

- Adapted tasks and resources
- Adaptations to the learning environment
- Use of visual support
- Adult support in whole class settings
- Small group work
- One to one work
- Targeted researched interventions
- Advice and support from outside agencies

### **SEND Information Report**

At Heath Mount Primary School, we recognise that each child is unique and, therefore, we aim to provide an education which enables every child to fulfil their potential; personally, socially, emotionally, and academically, within a context of respect and acceptance for the differing needs and strengths of all individuals.

Our school provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, cerebral palsy, epilepsy

## **Monitoring and Evaluation of SEND**

The following procedures provide evaluative points for assessing the effectiveness of Heath Mount Primary School's provision for pupils with SEND:

- Reports to Governing Body
- Pre and post assessment of intervention groups
- Pupil progress meetings and data tracking
- Pupil and parent views shared during SEND Review meetings
- Pupil and parent views shared during annual EHC Plan review meetings
- Evaluation of Profiles
- Monitoring and book scrutiny
- Learning environment walks to ensure the quality of provision in the classroom

## **Training and Resources**

All school staff receive appropriate training, so they have the knowledge and confidence to support children with a variety of needs.

The school provides training and support to enable all staff to improve the teaching and learning of **ALL** children. This may include whole school training for example: Autism, Attachment Disorder & ADHD.

In addition, the SENDCo is available to provide advice about teaching approaches and resources for children with additional needs.

Resources are allocated to support children with identified special educational needs. Where necessary, specialist equipment, books or other resources may be purchased.

Training for supporting children with physical disabilities will be provided such as physiotherapy and hearing/visual impairment classroom strategies provided for children with sensory needs.

## **Additional support for learning**

At Heath Mount Primary School, we work with the following agencies to provide support for children with SEND:

- The Educational Psychological Service (EPS) who provide support for children with a range of Special Educational Needs
- Pupil and School Support Service (PSS) who support for children with learning difficulties
  - The Communication and Autism Team (CAT) who support children with an Autism Spectrum Condition (ASC) and their families
- Speech and Language Therapy who provide support for children with speech difficulties
- The Sensory Support (SS) service who support children with a visual and/or a hearing impairment
- The Health Service (including School Nurses) who support children with a range of physical and medical needs
- Forward Thinking Birmingham who support children with mental health needs
- City of Birmingham School (CoBS) who provide support for emotional regulation
- Children's Services who provide family support
- The Physical Difficulties Support Service (PDSS) who support and promote inclusive education
- Paediatric Physiotherapy service who provide specialist assessment and a range of interventions for children with physical difficulties

## **Roles and Responsibilities**

The **Head Teacher** has the responsibility for day-to-day management of provision for pupils with special educational needs. They work closely with the SENDCo to ensure full staff participation in the development and implementation of the SEND policy.

The **SENDCo** oversees the provision for and progress of children with SEND and ensures teaching staff are also enabled to do this.

The **SENDCo** has the responsibility for:

- Developing, monitoring and reviewing the school's SEND policy
- Co-ordinating the provision for children with special educational needs or disabilities across the school
- Ensuring that parents are:
  - Involved in supporting their child's learning
  - Kept informed about the range and level of support offered to their child
  - Included in reviewing the progress their child has made
- Liaising with a range of outside agencies who can offer advice and support to help pupils overcome any barriers to learning
- Providing specialist advice and facilitating training for teachers and support staff
- Overseeing the records for all pupils with SEND
- Liaising with Nursery and Secondary Schools to ensure smooth transitions for pupils with SEND

**Class teachers** are responsible for:

Checking on the progress of all pupils and identifying, planning and delivering any additional support underachieving pupils may need.

- Writing pupil progress targets and sharing and reviewing these regularly
- Personalising teaching and learning for pupils with SEND to ensure they make the best possible progress
- Ensuring that the school's SEND Policy is followed in their classroom.
- Working in partnership with parents, the SENDCo, teaching assistants and outside agencies to support individual pupils

In our school, we have a **SEND Governor** who is responsible for special educational needs and her name is Mrs Andrews. The SEND Governor's role is to liaise with the SENDCo throughout the year, ensuring that all children with SEND get the support they need to access all aspects of learning and to participate fully in the life of the school. The SEND Governor is the link between the school and the governing body in relation to pupils with SEND, meaning that any concerns over SEND provision can be raised, discussed and resolved.

## **Working in Partnership with Pupils and Their Families**

At Heath Mount Primary School, we recognise the value of working in partnership with parents of children with special educational needs, in order to achieve the best outcomes for them. As a school, we strive to ensure a high level of communication with parents so that they feel well informed about what is happening in school and how their child is progressing. This includes:

- Meetings with SENDCo
- Information on the school website
- Parents' evenings
- Parents' views
- Telephone calls and emails

We encourage parents of children with SEND to talk to their child's class teacher regularly so that we know what they are doing at home and we can tell parents what they are doing in school.

The SEND Information Report, available on the school website, gives details of support organisations which exist to provide additional help and advice to parents and carers of children with SEND.

## **Accessibility**

Heath Mount Primary School is a two-form entry school with classes from Reception to Year 6. It is set out over four floors: EYFS is on the lower ground, year 1 is on the ground floor, years 2, 3 and 4 are on the first floor and years 5 and 6 are on the second floor. There is a disabled toilet situated on the ground floor.

## **Supporting children moving between phases and preparing for adulthood**

At Heath Mount Primary School, we contact the educational settings used by the children before they transfer to us, in order to seek the information that will make sure that the transfer is as seamless as possible. Before moving on to a new primary school or entry to a secondary school, information will be shared with the SENDCo of the new school, to aid transition. Transition arrangements often include transition booklets and additional induction visits for children to build confidence and give them opportunities to meet the staff at their new settings.

## **Admission Arrangements**

These are in line with the school's Admissions Policy. A child with SEND but without an EHC Plan will not be refused a place solely on the grounds of their special educational needs.

## **Storing and Managing Information**

Heath Mount Primary School operates within the regulations set out by GDPR with regards to data protection. All special educational needs records are confidential. The SENDCo will keep and update the SEND register and will ensure all SEND records are held securely. When a child transfers to a new school, the SEND records will be passed on to the new school.

## **Arrangements for Handling Concerns about SEND Provision**

At Heath Mount Primary School, we are committed to working in partnership with parents and children to meet the needs of all children with special educational needs. If parents were to have a question or concern about the provision for a child with special educational needs, in the first instance, we would encourage them to contact their child's class teacher or the school SENDCo. If they still have concerns, the next step would be to contact the Head Teacher.

The SEND Governor can be contacted by telephoning the school office or writing a letter marked for their attention. The school and governing body take complaints seriously and will do everything they can to resolve the issue quickly. In the unlikely event the concern is not resolved, contact the Chair of Governors, in line with the 'Parental Complaints' policy and procedure.