



Star

NURTURING TODAY'S **YOUNG PEOPLE**,
INSPIRING TOMORROW'S **LEADERS**

SUPPORTING PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES

**Information report, policy and guidance
2021-22**

Starbank School



Document control

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Summary of changes in this version

Information
<ul style="list-style-type: none">• The document covers the Information Report as well as the policy.• Changed from SEN to SEND to include pupils with special educational needs and/ or disabilities.• Points 45-47 cover reasonable adjustments in line with new NPQ requirements



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Introduction

1. This document sets out how Starbank Primary School provides support to ensure that children and young people who have special educational needs and/or disabilities can access an education which is inclusive and responsive to their individual needs. It describes our graduated response to providing support, which will enable all our pupils to succeed and have high aspirations.
2. It describes the national requirements introduced by The Children and Families Act 2014 and how the school will meet the requirements through the funding made available to us through our budget and through other funding streams. It also sets out under what circumstances we would refer to the local authority for an education, health and care needs assessment.

Who is responsible for this information report, policy and guidance?

3. The trust has overall responsibility for the effective operation of this policy/guidance and for ensuring compliance with the relevant statutory or trust framework. The trust has delegated day-to-day responsibility for operating the information/policy/guidance to Star Central, the local governing body and the principal of each trust school. The Associate Principal for Starbank School Bierton Road is Hajra Rifat, Starbank School Hob Moor Road is Navdeep Malhi and Starbank School Starbank Road is Nadim Riaz.
4. The local governing body and senior leadership team at each trust school has a specific responsibility to ensure the fair application of this policy/guidance and all members of staff are responsible for supporting colleagues and ensuring its success.

Background

The Children and Families Act 2014

5. The Children and Families Act is wide ranging, but this document is linked only to the areas which are about children and young people who have special educational needs/disability (SEND). The Act sets out a new context for ensuring that children and young people who have SEND are supported to access and benefit from the range of educational opportunities that are available, so that they are enabled to have fulfilling lives as members of their community. The Act is supported by statutory guidance, 'Special educational needs and disability code of practice: 0-25'. It is this guidance to which all local authorities, all publicly funded early years and education settings, including academies and free schools, and a range of national and local NHS bodies must 'have regard'.
6. The Children and Families Act introduced a new statutory education health and care plan (EHCP) which replaced statements of SEND. The Act also introduced a single pre statutory stage called 'SEND Support' and this is relevant at all age levels and educational settings.

What are schools required to do?

7. Schools and governing bodies have responsibilities to ensure that they plan on the basis that, at all times, some individuals and groups of children/young people will be experiencing difficulties with learning. At our school we follow the advice of the Code of Practice to ensure that we follow a cycle of 'assess, plan, do, review' which leads to an ever-increasing understanding of needs and how to address them. This is known as the 'graduated response'. In addition, there are specific duties on us and our governing body to:



- publish information on the school website about the implementation of the governing body's policy for pupils with SEND
- identify pupils with SEND, ensure parents are informed and provision is made in line with SEND and Disability Code of Practice and comply with Children and Families Act 2014 legislation
- publish the SEND policy and the school's Local Offer (in conjunction with parents, pupils and the local authority) on the school website and review regularly
- publish information on SEND funding and provision and monitor expenditure
- appoint a SEND governor and Special Educational Needs Coordinator (SENDCO) (see SEND Regulations 2014) The primary SENDCO at Starbank School is Amanda Perry.
- maintain a current record of number of pupils with SEND
- ensure SEND provision is integrated into the school improvement plan
- monitor progress of SEND pupils and ensure provisions specified in statements/education, health and care plans are in place
- ensure all policies take SEND into account through the equality impact assessments
- keep under constant review the arrangements for pupils present and future with a disability
- willingly admit all pupils who meet admissions criteria, whether or not they have SEND

The link between special educational needs and disability

8. Many children and young people who have special educational needs may also have a disability. The Equality Act 2010 defines disability as '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. In this context, 'long term' means over a year and 'substantial' means 'more than minor or trivial'. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments. Many children and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to make reasonable adjustments.
9. This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education. If, with the appropriate non-discriminatory practices and reasonable adjustments, they can access education and make progress commensurate with their peers by accessing the resources 'normally available' to their educational setting, there will not be a need for them to be protected by an education, health and care plan. Some of these children and young people with long term health conditions should have a health care plan which addresses their safety, health and wellbeing whilst in the early years, school or college setting. The Department for Education (DfE) have published guidance, 'Supporting pupils at school with medical conditions' which can be found at: <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
10. We have used this guidance to develop our policy in school.



Meeting special educational needs and disabilities

What needs can the school meet?

11. A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. The Code of Practice (CoP)(2014) has the following definitions in paragraphs xiii to xvi.

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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv when they reach compulsory school age, or would do if special educational provision was not made for them.

12. The Code of Practice defines special educational provision in paragraph xv as follows:

Special educational provision for children aged two and over is educational provision that is additional to or different from that made generally available for other children or young people of the same age by mainstream schools, maintained nursery schools, and mainstream post 16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

13. National figures continue to suggest that as many as 1 in 5 children and young people are, at some stage, considered to have special educational needs. This means that mainstream schools, in particular, will always be employing a range of strategies to stimulate the learning of individual or groups of children.
14. Although the needs of children and young people often cross more than one 'area of need', the CoP uses four main categories of need
- communication and interaction
 - cognition and learning
 - social, emotional and mental health difficulties
 - sensory and/or physical needs
15. At Starbank Primary School we will ensure that we meet the needs of all our pupils through the provision we have available, the advice and support of other specialist professionals and practitioners and by ensuring that we have the resources available. We have an Access and Inclusion Team who lead the support for pupils with SEND. With this support we can confidently meet the following needs:
- hearing impairment
 - visual impairment



- cognition and learning difficulties;
- physical disabilities;
- speech, language and communication difficulties;
- autistic spectrum disorders;
- dyslexia;
- social, emotional and mental health difficulties

How we identify pupils who are having difficulties with learning and/or special educational needs or disabilities

16. The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.
17. The school assesses each pupil's current skills and levels of attainment on entry through baseline and standardised screening tests (e.g. CAT tests, reading tests), building on information from previous settings and key stages where appropriate. At the same time, the school considers evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.
18. Parents, the class teacher or other professionals, within or outside the school, may also express concerns which trigger an assessment. These may refer to a child's difficulties in coping with the normal demands of the school with regard to: attendance; punctuality; social concerns; medical concerns; speech and language; learning; behaviour; and possible neglect or abuse. Where a pupil routinely demonstrates challenging behaviour, the possibility that poor conduct is being driven by an underlying unmet special educational need must be fully explored using appropriate diagnostic tools.
19. Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. Pupils have termly formal assessment to ensure that all pupils are 'on track' to achieve their learning targets. This process allows for the identification of needs where this has not taken place through initial assessment.
20. The school is also alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Where there are long lasting difficulties, the school will consider whether the pupil has SEND.
21. When identifying SEND, the school is mindful of the following:
 - slow progress and low attainment do not necessarily mean that the child has SEND
 - attainment in line with chronological age does not mean there is no learning difficulty or disability
 - pupils with English as an additional language who require support should not be regarded as having SEND unless assessment shows that they have learning difficulties in addition to second language support
 - persistent disruptive or withdrawn behaviours do not mean that a pupil has SEND



In deciding whether to make special educational provision, the teacher and SENDCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.

Code of Practice 6.38

22. In line with the CoP 'graduated response', the school develops a personalised approach involving support and intervention for those pupils who may not achieve expected progress. If pupils do not make adequate progress as a result of quality-first teaching then pupils are assessed to identify their individual needs as the first stage in the 'assess-plan-do-review' cycle.
23. Where it is decided that a pupil does have SEND, the pupil is added to the SEND Register and parents are formally informed that the school has decided to provide SEND support.

Involving parents in their child's education

Where it is decided to provide a pupil with SEND support, the parents **must** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENDCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Code of Practice 6.48

24. Parents are key partners in their children's education. Evidence shows that children make most progress when their key adults work together. The school demonstrates this by:
 - always discussing any concerns we have with the pupil's parents at the earliest point
 - listening, and hearing, what parents say
 - identifying any outcomes to be achieved with parents
 - planning any interventions with parents
 - meeting with parents to review their child's interventions and progress
 - being honest, open and transparent about what we can deliver
 - making sure parents know who to contact if they have any concerns
25. Where children and young people are 'looked after' by the local authority we have an additional role as we are all corporate parents. National figures show that children who are looked after are significantly over-represented at school support stages and through statutory needs assessments. In order to ensure that we are responding appropriately we:
 - do not make assumptions based on a pupil's care status
 - monitor the progress of all our children who are looked after termly
 - have an up-to-date personal support plan which is easily understood by everyone involved



- ensure close working with the specialist services who support children who are looked after including the LAC nurse, social worker and virtual headteacher
- normalise life experience wherever possible
- ensure our children who are looked after, especially those with SEND, are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities

Arrangements for consulting children and young people with SEND and involving them in their education

26. The Children and Families Act is clear that:

- all children and young people need to be supported to develop aspirations for their future lives as active members of their community
- all children and young people have the right to have their voice heard
- all children and young people should be involved in discussions about their learning, progress and how provision is made

27. The school ensures all pupils are encouraged and supported to make their views known. Strategies we use include written comments, talking to a preferred adult, friend or mentor, drawing etc.

28. All pupils are also encouraged to monitor and judge their own progress in a positive and supportive environment. Any interventions or strategies are fully explained and discussed with pupils.

29. Pupils whose learning is vulnerable and who require individualised support, are supported by a pupil support plan which identifies the areas of need, the outcomes which need to be achieved and the provision which will be required to meet those outcomes. All plans use a person-centred approach which puts children, young people and their families at the centre and advocates that everyone has the right to exercise choice and control in directing their lives and support. When writing a pupil support plan, we discuss the individual targets on the plan with pupils and identify their achievements and areas for development from the work they have done in class or otherwise.

30. Pupils who have education health and care plans are also consulted through the pupil advice paperwork in preparation for their SEND interim and annual reviews and are also present at part of the meeting where appropriate.

31. Any reviews undertaken are always outcome focussed, where outcomes reflect what is important to, and for, the pupil.

How we assess and review progress

32. In supporting pupils with SEND, the school follows a cycle of 'assess, plan, do, review' which leads to an ever-increasing understanding of needs and how to address them. This is known as the 'graduated response'.

Assess

- The class teacher carries out a clear analysis of the pupil's needs, supported by the school's SENDCO.
- The analysis includes data on progress, attainment, approaches to learning, the views of the pupil and their parent/carers and advice from any other support staff (including external agencies where necessary).



Plan

- We notify parents formally that the school has decided to provide a pupil with SEND support.
- We plan provision which can remove the barriers to learning for the pupil using evidence based and effective teaching approaches, appropriate equipment, strategies and interventions.
- All those working with the pupil are informed of their individual needs, the support that is being provided and any teaching strategies that are required.
- Where behaviour is an area of concern we use a behaviour support plan which draws on an analysis of antecedents, behaviour and consequences.
- We draw up a Pupil Support Plan.

Do

- We provide support which may include differentiation, additional programmes, small group and/or individual support.
- The class teacher retains the responsibility for the learning of the pupil even if the pupil is receiving support away from the rest of the class, for example, in a small group.
- Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising on the implementation of effective support is provided by the SENDCO.

Review

- We review the pupil's progress and development at least termly as part of the pupil support plan review and decide on any changes to be made in consultation with the pupil and their parent/carer.
- Each term, where a pupil's levels/grades are below nationally expected averages and/or pupils are not on track to make expected progress, a performance review meeting is arranged. Attended by parents and led by the senior leadership link, these meetings centre on targets setting and agreeing support and to ensure gaps in learning are addressed.
- The progress of children with an education, health and care plan is formally reviewed at an annual review with all adults involved with the child's education.
- Where progress is limited, we take advice from external specialists/practitioners and discuss their input, advice and support with parents and all staff involved.
- Where assessment indicates that specialist services are required, we make referrals promptly.

Preparing for transition

33. Transition is ever present in our planning for pupils as we are constantly aware of the skills pupils will need in order to access the next part of their learning. When that learning is to take place in a new setting or phase, transition planning for this is a key task.
34. In order to ensure a smooth transition to the school:
 - the SENCO work closely with the teachers in Reception and Nursery to ensure that pupil information is disseminated appropriately across the school
 - the SENDCO attends review meetings at Nursery Schools for the new intake of pupils who have an education, health and care plan or a high level of need.
 - the SENCO attends induction and transition information meetings for new families to the school.



- there is close liaison with the SENDCo and the SENDCo from the pupil's Nursery school to ensure that the individual pupil's needs are fully understood prior to them arriving in school
 - meetings are held and a transition visit is booked with parents and the pupil: a tour is given and any concerns/queries addressed
 - further transition meetings may take place where necessary for children with complex needs, so the family is able to ask questions and the SENDCo reassure the family
 - the pupils take part in a session in the classroom with their new teacher. The SENDCo will also attend this session. Information about class teachers and the classroom will be available on the website.
 - parents and pupils are able to contact the SENDCo who can communicate the school offer and address individual concerns
35. This rounded approach ensures pupils attend the first day of school with confidence, knowledge of the teachers and the classroom.
 36. All key stakeholders work together to support transition throughout the key stages.
 37. The school has high aspirations for all pupils with SEND, and supports them in preparing for secondary school
 38. Pupils with SEND also receive independent and impartial advice about all of the secondary mainstream education available. Children with EHCPs also given information on the full range of specialist provision that is available and the support available to help them access the provision. Where a pupil has an education, health and care plan, the review in Year 5 focuses on deciding which secondary school is most appropriate.
 39. Pupils with SEND who continue at Starbank school a designated head of year for Year 7 who specialises in transition from primary to secondary school is in place
 40. the secondary SENDCo Edward Smedmore and the Assistant SENDCo Karen Heslington work closely with the head of year 6/7 to ensure that pupil information is disseminated appropriately across the school
 41. the SENDCO attends review meetings at primary schools for the new intake of pupils who have an education, health and care plan. There is close liaison with the SENDCo and the learning support assistant from primary school to ensure that the individual pupil's needs are fully understood prior to them arriving in school. Meetings are held and a transition visit is booked with parents and the pupil: a tour is given and any concerns/queries addressed. Further transition meetings take place with the primary school learning support assistant bringing the pupil into school to meet with the new specialist support assistant. The pupil is able to ask questions and the team reassures the pupil. The pupil takes part in some lessons experiencing the beginning of some lessons, the end of other lessons, break and lunchtimes and an assembly
 42. vulnerable Year 6 pupils are matched with a Year 11 mentor to support them in their transition to the new setting
 43. parents and pupils are invited to an open event where the access and inclusion team is available to communicate the school offer and address individual concerns
 44. pupils are invited to attend a summer School to support literacy and numeracy development and build confidence
 45. an induction day in the summer term enables pupils to meet with staff, including the access and inclusion team
 46. Where a pupil with SEND progresses to a secondary school other than Starbank School, the SENDCO liaises with the link teacher to ensure a smooth transition.



47. All documentation about special needs included in a pupil's record is transferred between schools when required.

The approach to teaching children and young people with SEND and how adaptations are made to the curriculum, its implementation and learning environment

48. The school recognises that children with SEND are entitled to a broad and balanced curriculum. A highly personalised and rigorous curriculum delivery model ensures that the pupils who attend the school access and engage successfully in the curriculum.
49. Most pupils' learning needs are met through quality first teaching where class teachers use a range of differentiation. The lessons are planned to allow all pupils in every class to reach the objectives of the lesson.
50. Teachers ensure pupils are grouped effectively (across subjects and within individual classrooms) by:
- emphasising the need to maintain high expectations for all groups and ensuring all pupils have access to a rich curriculum
 - ensuring that any groups based on attainment are subject specific, avoiding the perception that these groups are fixed
51. Staff are aware of the learning difficulties of the SEND pupils and follow the guidelines and strategies provided by the SENDCO. Common lesson planning proforma, quality assured by the SENDCO, ensure teachers' planning details the support strategies for targeted pupils, including those with SEND. Classroom organisation and management ensure that pupils are given opportunities to take part in a range of learning contexts with appropriate support (e.g. whole class work, mixed ability and ability groupings).
52. Teachers provide opportunities for pupils with SEND to experience success by:
- ensuring interventions and support from teaching assistants and other professionals are targeted and never used as a replacement for high-quality teaching
 - adapting lessons while maintaining high expectations for all, so that all pupils have the opportunity to experience success
 - making reasonable adjustments, and implementing structured academic or behavioural interventions that are well-matched to pupils' needs before seeking a diagnosis or specialist support
53. Teachers adapt their teaching to different pupil needs by:
- sharing effective approaches for scaffolding new content and removing scaffolds over time
 - using different forms of assessment (including specialist assessments linked to each area of need), including within lessons, to identify pupils who need further support. Pupils are assessed on a termly basis on the Toolkit Progress Tracker so the next steps of learning can be achieved. The Interactive Toolkit Progress Tracker offers teachers lessons to support the attainment of the next step.
 - drawing on support when teaching children with special educational needs and disabilities, particularly the Special Educational Needs Coordinator (SENDCO)
54. Teachers meet individual needs without creating unnecessary workload by:



- promoting the use of well-designed resources (e.g. existing high quality curricula and textbooks)
 - sharing and modelling effective approaches for intervening in lessons with individuals and small groups rather than planning different lessons for different groups of pupils or taking pupils out of classrooms for interventions during lessons
55. Where additional support is provided in class, it is deployed thoughtfully and sensitively to promote pupils' independence and to avoid them becoming dependent and passive as learners. Support is used to assist the pupil in achieving the best they can do and to provide opportunities for overlearning to promote confidence and raise self-esteem.
56. Wherever possible, learning support assistants work with children within the classroom. Any arrangements for withdrawal are discussed with the SENDCO and agreed by the senior leader responsible for the curriculum – such decisions are consistent with the pupil support plan, or education, health and care plan for the particular pupil.
57. Where additional intervention outside the classroom is provided, sessions aim to:
- emphasise key concepts and skills required for attainment in that subject
 - clarify difficult concepts and misconceptions covered recently in those subjects
 - pre-teach difficult concepts ahead of quality first provision
 - allow learners to demonstrate learning and reinforce it through application and assessment for learning
 - instil self-confidence of learners in the subject and equip them with the skills to increase learning in that subject
 - allow learners to enhance capability and performance in internally assessed components
58. Focused, robust and timely intervention in English and mathematics for pupils with SEND, aims to enhance literacy and numeracy levels so that pupils can access all aspects of the curriculum as soon as possible.
59. Ancillary aids and assistive technologies are also utilised to enhance provision and ensure access. Learning aids are deployed to specific pupils with SEND. Pupils are provided with a mobile learning device to aid research where appropriate, independent working and innovative approaches to learning. Pupils are also given access to a virtual learning environment and electronic books to access resources and complete learning at home.
60. In order to ensure equality of access, the SENDCO liaises with the test lead and advisory teachers to ensure all paperwork is up to date with regards to special arrangements for tests. Depending on the needs of the pupils concerned these special arrangements may comprise up to 25% additional time, a separate room with an invigilator, a reader, a scribe and enlarged text papers.

Support for pupils with visual impairments

61. The school utilises a range of resources to support visually impaired pupils including enlarged texts and test papers.
62. The school makes every effort to ensure visually impaired pupils gain access to the full breadth of the school offer.
63. Specialist support assistants are trained to support pupils with their needs
64. Advice is sought from the inclusion support services and regular visits are planned for class support from advisory teachers.



Support for pupils with hearing impairments

65. Pupils with hearing impairments are provided with the appropriate hearing aids/radio aids in liaison with the medical and advisory staff. These are regularly monitored and advice is sought from the inclusion support services. Regular visits are planned for observations and strategy meetings. Hearing impairment training is provided for staff.

Support for pupils with speech language and communication difficulties

66. Pupils with speech, language and communication difficulties receive support with spoken and written vocabulary. Programmes/advice is provided by an independent Speech and Language Therapist, who comes in once a week to each of the three primary sites and also by the local authority speech and language therapists. These are implemented to support pupils' progress in developing receptive and expressive skills.

Support for pupils with other specific learning difficulties

67. Appropriate strategies are used in lessons and intervention to support pupils with other specific learning difficulties. Training is provided for staff to support them with specific learning difficulties. Pupil Support Services come into school to assess pupils with specific needs and offer teachers strategies to use on a daily basis in class. Children who staff are concerned about can be put on the Dyslexia Pathway to obtain support and a diagnosis.

Support for pupils with physical disabilities

68. Pupils with physical disabilities, who are wheelchair users, are supported to move around school. Mobility plans are created, including an evacuation plan in the event of a fire.
69. Specialist support assistants are provided with safer people handling training and hoist and sling training. Staff are also trained in the use of the school's evacuation chair, snake board and handling belt to support the no lifting policy of the school.
70. Where possible and appropriate, some pupils are provided with powered wheelchairs through the local authority or the NHS and the school recognises the increased independence this can provide. Plans are developed to ensure correct storage and charging of the powered wheelchair overnight and during the weekend.
71. Further details about our approach to meeting the needs of pupils with disabilities are contained within the accessibility plan, available on the school website.

<https://www.starbankschool.co.uk/information/sen-infomation/>

The local offer

72. To support children, young people and their families, the Children and Families Act requires all local authorities to set out a local offer. The Local Offer is a description of support and services which are available to children and young people who have SEND, and their families, how services can be accessed and any criteria for accessing them. It is the opportunity to bring together in one place, information about provision, including how this can be accessed from a wide range of statutory and non-statutory providers including voluntary organisations. Birmingham's Local Offer, can be viewed at <https://www.localofferbirmingham.co.uk/> or through the school website <https://www.starbankschool.co.uk/information/sen-infomation/>



The expertise and training of staff to support children and young people with SEND, including how specialist support will be secured

The access and inclusion team

73. The school senior leadership team has significant input into SEND, ensuring that SEND remains an integral part of the school's strategic and operational planning.
74. The school SENDCO is a qualified teacher with expertise in SEND management. The SENDCO has achieved a National Award in Special Educational Needs Co-ordination and participates in a range of local networks.
75. Learning support assistants are deployed to provide interventions and targeted support to pupils, with complex SEND. They receive regular training to ensure they can deliver high quality support.

The role of our SENDCO

76. The legislation requires that:
 - the SENDCO must be a qualified teacher working at the school
 - any newly appointed SENDCO must be a qualified teacher and, where they have not previously been the SENDCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment
 - a National Award must be a postgraduate course accredited by a recognised higher education provider
 - schools should satisfy themselves that the chosen course will meet these outcomes and equip the SENDCO to fulfil the duties outlined in this Code. Any selected course should be at least equivalent to 60 credits at postgraduate study
77. Our SENDCO has responsibility in school for:
 - working with the associate principals and governing body to determine the strategic development of SEND policy and provision in the school
 - day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND
 - providing professional guidance to colleagues and working closely with staff, parents and other agencies
 - being aware of the provision in the Local Offer and working with professionals to provide a support role to families to ensure that pupils with SEND receive appropriate support and quality first teaching
 - liaising with the relevant designated teacher where a pupil who is looked after has SEN
 - advising on the graduated approach to providing SEND support
 - advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
 - liaising with parents of pupils with SEND
 - liaising with early year's providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
 - being a key point of contact with external agencies, especially the local authority and its support services
 - liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned



- working with the associate principals 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 that the school keeps the records of all pupils with SEND up to date

78. In order to carry out these duties effectively, as a school we ensure that the SENDCO has sufficient time and resources to carry out these functions. This includes providing the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

The SENDCo is:	Amanda Perry (Primary) Edward Smedmore (Secondary)
Contact details:	Amanda.Perry@starbank.staracademies.org 0121 464 8412 Edward.Smedmore@starbank.staracademies.org 0121 464 8412

Training

79. We see training and professional development as key to effective SEND support. The school ensures all staff, including the associate principals, receive professional development and are equipped with the skills and knowledge so that they can identify when a pupil may have a special educational need which requires additional and different resources to those which have already been applied.

80. Every year we do an analysis of staff training needs which includes knowledge and expertise about different SENDs. We also provide a whole staff briefing on the procedures set out in our SEND policy.

81. Training can include:

- access
- visual impairment, including guided sight technique
- hearing impairment
- speech language and communication needs
- dyslexia training
- Autism Training
- Braille awareness training
- Braille training level 1 and 2
- safer people handling
- use of EVAC Chair

82. SEND briefings are delivered on a regular basis to meet needs identified by staff.

83. A SEND folder contains all relevant information to enable teachers, teaching assistants and learning support assistants to support pupils appropriately. This includes information of the nature of each pupil's SEND need, equipment and resources, strategies, recent advices, education health and care plans etc.



Evaluating the effectiveness of our provision

Accountability

84. There is a chain of accountability by which the progress of pupils from all groups vulnerable to underachievement, including those with SEND, and all individual pupils whose progress is below expected levels, is maximised.
85. A link governor takes responsibility for reporting to the governing body on pupil progress with a specific focus on vulnerable groups, including those with SEND. This link governor ensures:
- the record of pupils with SEND, held centrally is updated regularly and communicated appropriately to all staff. This incorporates best practice relating to the use of provision management and a graduated response
 - teachers are provided with appropriate guidance, support, and training in effective practices for teaching pupils with SEND, for putting in place interventions, for identifying learning needs and for assessing and tracking progress
 - the appropriateness and quality of SEND provision is regularly reviewed as part of the school's self-evaluation system
 - funding allocated to the school for the purposes of supporting pupils with SEND is used appropriately, efficiently and its impact will be judged according to pupil outcomes
 - there is regular and effective consultation with the local authority and other schools about effectiveness of SEND provision
 - the school abides by the 'fair access protocol' with regard to admissions
86. Members of the senior leadership team are made accountable for the progress of vulnerable groups of pupils in the school. The directors of learning are accountable for pupil progress in their faculties and hold subject leaders to account for the progress of all pupils, including those from vulnerable groups, through regular and robust line management dialogue and continuous scrutiny of the data. Subject leaders, in turn, hold teachers to account for the progress of their pupils.
87. The chain of accountability provides timely and fit-for-purpose pupil progress data with alerts when pupils, including those with SEND, are below target.

Quality assurance

88. The 'Star Quality Assurance Framework' provides a set of quality standards which define excellence in school leadership, managing school systems, teaching and learning. Each set of Star quality standards has a rationale, a description of the standard for 'outstanding' practice and indicative evidence that outlines tangible outcomes and activities to demonstrate the achievement of, or progress towards, the quality standard. A quality standard developed around the provision for pupils with SEND provides the school with a set of benchmarks to evaluate and evolve their own systems and procedures for meeting the needs of pupils with SEND.
89. The school adopts robust and high-quality monitoring and evaluation of curriculum planning and delivery through calendared and rigorous internal quality assurance processes including:
- learning walks and informal drop-ins
 - scrutiny of teachers' lesson plans
 - scrutiny of pupils' work
 - scrutiny of pupils' planners
 - analysis of data on pupil performance



- pupil, staff and parent feedback questionnaires
90. There is focus in all quality assurance processes on the progress of pupils with SEND. Learning walks are undertaken to check the quality of teaching and its impact on pupil learning and progress, including those with SEND. Learning walks are also undertaken to check the quality of learning assistants support, deployment and its impact on pupil learning and progress. These are conducted by the SENDCO. Monitoring of the quality of lesson planning for pupils with SEND is also undertaken by the SENDCO with the senior leadership team line manager.
 91. The school makes targeted use of its data monitoring and tracking systems, and internal and national data sets to ensure that pupils at risk of underachievement, including those who have SEND, are making expected progress. This is through the Toolkit Progress Tracker where pupils are working below the expected standard. Where individual or additional interventions to quality first teaching are used, these are evidence based and progress tracking allows the school to verify that the interventions are effective. Sometimes individual pupils respond to different interventions and approaches. Where we try a different approach or intervention, we measure its efficacy by measuring the outcomes achieved by the pupil against the cost of the intervention.
 92. As part of the SEND reviews pupils complete a termly questionnaire reflecting on the support provision they are accessing. Pupil advice completed for the interim and annual reviews also provides an opportunity for pupils to provide feedback on their perceptions of the school's provision.

Inclusive practice

93. We ensure that all our pupils, but particularly those with SEND, are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities.
94. The school supports the Birmingham Admission Policy. We work with the local authority to support them in their duty to provide mainstream education unless it believes that there are no reasonable steps which could be taken to ensure this.
95. We do not support 'a school within a school' approach and as such every attempt is made to ensure that the quality of teaching within the classroom is of the highest quality and that every pupil accesses this.
96. The school offers a range of activities that encourage and enable collaboration across the school. Enrichment activities ensure that our pupils engage in activities that involve working with pupils of all abilities and across the age range. Art week and Culture Day, for example, allow pupils across the year groups to work collaboratively. Buddying and mentoring schemes also ensure pupils with SEND are provided with opportunities to engage with other young people in the school who do not have SEND.
97. Where we have leadership responsibility, we are careful these are not the opportunity for the few, but that all have chance to participate. We encourage and support pupils with SEND to take on whole school responsibilities. All pupils including those with SEND have the opportunity to represent internally and at local and national events.
98. Nomination of pupils with SEND to the school council ensures the council is representative of the population of the school and provides the opportunity for SEND representatives to voice pupil concerns at the whole school level.
99. The school ethos supports inclusion in all areas of school including educational visits. Staff plan early to overcome any inclusion issues and reasonable adjustments are made to accommodate any young person with disabilities as long as the adjustments do not unduly impinge on the rest



of the group. Sometimes additional safety measures for outside visits may need to be made. Arrangements for taking any necessary medication also need to be taken into consideration. Staff supervising excursions are aware of any SEND and medical needs and relevant emergency procedures. Where necessary, an additional supervisor or parent might accompany a particular pupil. Where staff are concerned about whether they can provide for a pupil's safety, or the safety of others on a trip, they seek further advice from the SENDCo and educational visits co-ordinator who liaises with parents, the school nurse or pupil's GP.

The social and emotional development of our pupils

100. The social and emotional well-being of our pupils is paramount to us as a learning organisation. Though we treat all our pupils as individuals who at various times will have additional support needs, we recognise that those pupils who have SEND are more vulnerable.
101. The school works with the STICK team (Screening, Training, Intervention, Consultation and Knowledge) part of Forward Thinking to identify social and emotional needs quickly and offer support. We also offer bereavement counselling through an external agency.

The curriculum

102. Our curriculum is designed to foster thought, curiosity and a desire for learning in all pupils, regardless of their backgrounds, strengths and needs. It is a gateway to opportunity and to a fulfilling and prosperous life in modern Britain and beyond. The curriculum aims to:
- mould pupils into good citizens, with a sense of responsibility for their actions
 - encourage civic and social participation within their community
 - promote the development of young leaders
 - give pupils a practical, successful understanding of their religious and social rights and responsibilities in society
 - allow pupils to develop their individuality
 - empower pupils with the necessary skills and abilities to play a full and inclusive role within society, consistent and comfortable with their beliefs and principles
103. Our personal, social and health education (life skills) provides a curriculum context for the personal and social development of our pupils, facilitating personal growth through a planned educational programme. The core aim of PSHE is to help young people understand and value themselves as individuals and responsible and caring members of British society. The school recognises that development of self-confidence and self-esteem in children is best achieved by encouraging pupils to take responsibility for their own learning. As such, pupils engage in decision-making, problem-solving and negotiation, and are given opportunities to develop and practice these skills.

Enrichment

104. Our strong academic focus is complemented by personal development programmes, including leadership, sport and creative activities. Our environment helps our pupils develop into rounded individuals and enhances key personal skills and aptitudes. These include oral communication, personal effectiveness, entrepreneurship, self-actualisation, problem-solving and enhanced emotional intelligence.

The pastoral system

105. The pastoral system aims to ensure effective pastoral support to all our pupils. Teachers and teaching assistants are responsible for pastoral care which ensures there is an integrated approach to dealing with the social and emotional development of all pupils within the school.



106. The associate principals, directors of learning, SENDCO and medical officer are trained as designated safeguarding leads ensuring that vulnerable pupils are kept safe.

Behaviour management

107. The school's pupil code of conduct and behaviour policy make clear our expectations for pupils and the ways in which we promote outstanding behaviour and marginalise poor behaviour. The school sets high expectations for behaviour. It encourages pupils to behave well through rewarding positive behaviour and deals effectively with unsatisfactory behaviour.

108. The school recognises that the simplest and most effective form of reward is praise but beyond this, it has developed a number of systems to encourage and promote positive behaviour.

109. Sanctions against unacceptable pupil behaviour are clear and enforced through a simple, graduated and explicit system.

110. For pupils with SEND there will be a personalised approach to behaviour management (in line with the appropriate Behaviour Policy), which makes reasonable adjustments. Teachers and senior leaders within the school must be aware of the content of any pupil support plan (PSP) for pupils whose special educational needs might be manifested in challenging behaviour e.g. ASD. They should consider whether the school had made the required reasonable adjustments prior to a behaviour incident under the Disability Discrimination Act 1995 and the Equality Act 2010 when considering the use of sanctions. The type and severity any sanctions should be clearly justifiable in the context of the pupil's individual circumstances. Following a serious behavioural incident, the content of the PSP should be reviewed to establish whether lessons can be learned which would prevent a similar occurrence in the future.

Child protection

111. The school has clear policies and procedures to safeguard and promote the welfare of young people at the school.

112. All of our staff, governors and volunteers are checked by a government agency (Disclosure and Barring Service) before they can work at the school.

113. We ensure staff have the skills, knowledge and understanding necessary to keep children safe through provision of regular training on child protection issues. A qualified designated senior person within the school provides support to staff members to carry out their safeguarding duties and liaises closely with other services such as children's social care.

114. As part of the school's safeguarding measures, we also ensure our pupils are not exposed to inappropriate political or controversial messages. Through our pursuit to develop exemplary citizens, we promote fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. In line with this, we ensure all expressed views and actions contrary to these values are challenged.

Prevention of bullying

115. Ours is a 'no bullying' school. We support the victims of bullying, so that they feel confident about reporting their concerns, have the care and guidance to deal with any problems and once again find school a happy and peaceful place in which to learn.

116. We deal with pupils who exhibit bullying behaviour positively to demonstrate to them the harmful effects of their actions and how these go against the ethos and values of good human beings as well as against the school's STAR values and ethos. We use strategies to hold the perpetrator to account for their actions but also allow opportunities to put right their behaviour.



117. Parents support us in these important areas by being positive role models, and by challenging any stereotyping or abusive messaging at home.

118. More details can be found in the anti-bullying policy on the school website.

The morning registration programme

119. The morning registration programme has been developed so that our young people are given the opportunity to build on their skills and knowledge and understanding of a range of aspects such as independence, leadership, personal, emotional, spiritual, cultural and social awareness and appreciation of current issues. As part of this programme, pupils set and review personal and learning goals. Through this, pupils see that learning and development is their responsibility. Taking ownership ensures that pupils come to the realisation that that development of skills and attitudes are as important and tangible to their progress as subject content. The opportunity to evaluate targets and such consequential reflection on improving oneself is a fundamental part of being a good pupil. This aspirational reflection gives pupils the drive to better themselves and the motivation to achieve.

The assembly programme

120. The whole school assembly programme is designed to supplement the pastoral support package and provides the opportunity for pupil-led spiritual, moral, social and cultural input. Pupils reflect on key messages related to good character and values; messages which are inclusive and universal in their appeal.

Mentoring

121. Teachers, teaching assistants and learning support assistants work with targeted pupils to cultivate the hidden potential within each of our learners. Mentoring is particularly beneficial for our most vulnerable learners, including those with SEND. This allows engagement of the most vulnerable and/or disaffected learners so that we can help them to deal with and overcome their challenges; and to help them stay focused on their learning.

Every Child Matters group

122. The school's every child matters (ECM) group responds to increasing need for pastoral care and emotional support for learners. The ECM group holds a risk register of the most vulnerable pupils who require sustained pastoral support and provides a comprehensive support package to meet these needs, drawing on external provision where required. In order to ensure the needs of pupils with SEND are fully understood, the school SENDCO is a member of the ECM group.

Access and inclusion

123. The SENDCO, Teachers, teaching assistants and learning support assistants develop strong relationships with their pupils fostering a climate of openness, trust, and support.

A summary of our care:

124. Driven by our mission of educational excellence, character development and service to communities, our pupils benefit from

- a curriculum guided by the ethos of the school, including the learning of fundamental British values and an emphasis on character development through all lessons
- effective safeguarding measures and protocols
- 'Thought of the Week' programme
- the whole school assembly programme
- a behaviour report



- personalised rewards and sanctions
- development of a mentoring plan with the pupil to set short-term goals for improvement
- establishment of an every child matters group, Risk Register and support plans.

Working with other professionals and practitioners

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCO should contact them if the parents agree.

Code of Practice 6.47

125. The school is committed to working with other professionals and practitioners to maximise the learning opportunities and well-being of our pupils. We ensure that we always seek the expert advice of education and health professionals to ensure the maximum impact of our interventions whilst minimising duplication and disruption for pupils, families and practitioners.

126. In order to do this we:

- listen to parents to ensure we know which services they use and are valued by them
- ensure that we contact all practitioners working with our pupils to invite them to relevant meetings and reviews
- use person centred approaches with all our pupils who have SEND to ensure that interventions are coordinated and so add extra value
- value the contribution of all
- engage with local authority services in a timely and professional way

127. The SENDCO and relevant staff meet regularly with external stakeholders including advisory teachers from the local authority inclusion team. External engagement includes:

- hearing Impairment advisory teachers/teachers of the deaf - conducting checks on equipment used by hearing impaired pupils in school (hearing aids, MLXis, radio aids etc.) and undertaking pupil access to learning observations to ensure all teachers are aware of and are able to use appropriate strategies for the pupils in their class
- visual impairment advisory teachers - supporting pupils in class and with Braille teaching and providing one-to-one training for relevant staff
- visual impairment mobility officers - providing mobility training for visually impaired pupils (including bus, train and car travel and mental mapping exercises around town, home to school and school to home etc)
- the educational psychology service - working closely with the SENDCO to assess and advise on academic and social support for pupils with significant and complex difficulties which affect their learning and development
- the communication and autism team – supporting staff to provide strategies to support pupils with autism in school
- pupil support services to assess pupils with specific learning delays or pupils working below the expected level and offer strategies staff can use within the classroom
- occupational therapy help pupils with practical activities in school and give staff strategies they can use in the setting



- children's social care team – ensuring appropriate provision for 'looked after children' (LAC)
- physical disability and visual impairment team - carrying out audits of the school estate to ensure accessibility planning meets pupils' needs
- speech and language services - working with pupils with speech, language, communication or swallowing difficulties
- school nursing service – supporting the school health services programmes

Arrangements for handling complaints about SEND provision

128. We know that all parents want the best for their child and we will always seek to resolve any concerns quickly. Where parents have a concern about the provision being made, they should initially contact their child's teacher or SENDCo who will try to resolve the issue.

129. Any individuals wishing to raise a formal complaint relating to the support provided for pupils with special educational needs should follow the school's complaints policy.

How funding is made available to school to meet the needs of pupils who have special educational needs at SEND support stage

130. Our school receives funding through a formula basis. This funding, allows us to meet the needs of a wide range of pupils who have special educational needs including those who require up to six thousand pounds of individual support.

131. Whilst this element meets the needs of most children and young people with special educational needs in our school, those with the most exceptional needs may require additional funding. This 'top up' and comes from a funding stream which is part of the high needs block held by the local authority on behalf of pupils in Birmingham aged 0-25. This funding, which provides resources to an education health and care plan, it can also be accessed through a support plan where needs are significant.

When would the school 'refer to the local authority'?

132. 'Referring a child to the local authority' means that the person who submits the referral believes that the child's needs are so complex that they cannot be met from the resources which are normally available to a school. These children may require an education, health and care needs assessment which may result in an education, health and care plan.

133. Education, health and care plans are required by those pupils:

- where the resources required to meet their special educational needs, cannot reasonably be provided from the resources normally available to mainstream providers; and
- who have a significantly greater difficulty in learning than the majority of others of the same age

134. Low attainment does not automatically indicate a need for an education, health and care plan needs assessment as the progress made may still represent adequate progress relative to the child/young person's ability.



135. When they receive a referral, all local authorities are expected to consider:

‘-whether there is evidence that, despite the early years, school or post-16 institutions has taken relevant and purposeful action to identify and meet the special educational needs of the child or young person, the child or young person has not made expected progress.’

Code of Practice (2014) 9.14

136. In all circumstances the school will ensure that, prior to submitting a referral to the local authority, it has:

- used all the resources available within the last 12 months
- made any appropriate health referrals
- implemented IEPs/provision plans which are relevant to the presenting need. Targets are SMART, reviewed and show progression
- made provision which is appropriate to the child, young person and specific to them/ their needs
- made provision which has been evidence based and cost effective
- undertaken an assessment of unmet needs where appropriate
- fully and appropriately involved parents
- involved relevant professionals/practitioners in the last 12 months
- evidenced that their advice/strategies being followed and evaluated