



Holly Hill  
Church School

## **Special Educations Needs and Disabilities Policy**

*As a Christian school our vision is to promote 'Life in All its Fullness.' Our ethos is based on our 12 Christian values of hope, honesty, patience, joy, forgiveness, tolerance, thankfulness, respect, kindness, friendship, gentleness and love. It is within the vision and the ethos that this policy is written and will be implemented.*

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Approved at FGB: 25<sup>th</sup> November 2024

Signed:  
Chair of Governors

## 1.Aims

Our SEND policy and information report aims to:

Set out how our school will support and make provision for pupils with special educational needs and/ or disabilities. (SEND)

Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

As a Church school it is our Christian duty to ensure that every child is valued equally, supported to fulfil their God-given potential and given access to an inclusive education. This SEND policy will support these school principles.

All pupils share the right to a broad, balanced education including a curriculum that is appropriate to their needs, promotes high standards and the fulfilment of potential.

However, the right to share in this curriculum does not automatically ensure access to it or progress within it for children with special educational needs.

We recognise that children with special educational needs, if they are to have access to this broad and balanced curriculum, may need to work at a slower pace, be given smaller units of learning, have access to additional support and/ or resources and more frequent recognition of achievement.

Pupils with special needs receive equality of entitlement and are integrated into all the activities of the school as far as it is practical and compatible with SEND pupils receiving the necessary educational provision, the efficient education of other children and the efficient use of resources. We recognise that some children with special educational needs may require learning opportunities bespoke to their individual needs and as a school we are committed to implementing advice provided by professionals and work closely with the child and their family in order to meet specific needs.

## 2.Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report

## 3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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 by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The SENDCO**

The SENDCO is Kate O'Neill.

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

### **4.2 The SEND governor**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

### **4.3 The headteacher**

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## **5. SEND information report**

### **5.1 The kinds of SEND that are provided for**

Our school currently 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
- 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, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### **5.2 Identifying pupils with SEND and assessing their needs**

- We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:
- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **5.3 Consulting and involving pupils and parents**

We value communication between home and school and hold termly parent consultations for every child who attends our school. These provide the opportunity to raise any concerns that school or families have. However, we are happy to arrange a discussion at any point during the year regarding whether a child needs special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will notify parents when it is decided that a pupil will receive SEND support and what that support will entail.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Parents/carers will be invited to discuss and review the provision and progress that their child is making with the SENDCO each term.

## **5.5 Supporting pupils moving between phases and preparing for adulthood**

Transition meetings take place every year within school so that teachers can share information about children who are moving up to their class. Pupils also spend time meeting their new teaching staff so they can begin to familiarise themselves with a new learning environment and begin to build relationships.

When children are preparing to move to a new school, we will share information with the school the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We endeavor to ensure that all pupils have the opportunity to have an induction session at their new school.

## **5.6 Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide interventions, including:

Wellcomm, See and Learn, Direct Phonics, Colourful Semantics

## **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Providing learning environments equipped to meet individual needs

## **5.8 Additional support for learning**

Each class has one or more teaching assistants who are trained to support pupils' learning and to deliver interventions on a 1:1 or as a small group.

We also work with the following agencies to provide support for pupils with SEND:

- BCHC+ Speech and Language Therapy
- PSS (Pupil and School Support)
- CAT (Communication and Autism Team)
- EPS (Educational Psychology)
- PDSS (Physical Disability Service)
- Occupational Therapy

## **5.9 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC and SSPP plans

## **5.10 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

A copy of our Accessibility Policy and Plan can be found here:

<http://hollyhill.bham.sch.uk/information-209/policies/>

## **5.11 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND have access to pastoral support through our Learning Mentor
- Pupils with SEND are encouraged to be part of the spiritual council and the school council
- Pupils with SEND are also encouraged to take part in after school clubs to promote teamwork/building friendships
- Pupils with SEND are included in Self Awareness, Social Skills and Friendship intervention groups
- We have a zero tolerance approach to bullying.

## **5.12 Working with other agencies**

If a child has been identified as having special education needs, we may involve other bodies, including health and social care, local authority support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families.

This would be done in consultation with parents/carers and consent sought from them before we approached outside agencies.

## **5.13 Complaints about SEND provision**

Our aim is to work in partnership with the families of children who have special educational needs in order to provide the best possible provision and support.

However, complaints about SEND provision in our school should be made to the SENDCO (Kate O'Neill) in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Suspensions and Permanent Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## **5.14 Contact details of support services for parents of pupils with SEND**

Details of available services will be updated on our school website regularly.

Birmingham City Council offer access to services for children who have special educational needs. For further information, contact:

### **Parent Link Service**

Tel: 0121 303 8461

Email: [Parentlinkservice@birmingham.gov.uk](mailto:Parentlinkservice@birmingham.gov.uk)

PO Box 16289, Birmingham, B2 2XN

This service is available from 9am – 5pm Monday – Friday

or

### **Birmingham Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS)**

Tel: 0121 303 5004 (8:45am to 5pm, Monday to Friday), Email [sendiass@birmingham.gov.uk](mailto:sendiass@birmingham.gov.uk)

Alternatively, you can write to:

SENDIASS, The POD, 28 Oliver St, Nechells, Birmingham  
B7 4NX

## **5.12 Contact details for raising concerns**

If there are concerns regarding special educational needs contact Kate O'Neill (SENDSCO)

If there are concerns regarding the safety or well-being of pupils contact Kate O'Neill (DSL)

Telephone 0121 675 8700

Email: [enquiry@hollyhill.bham.sch.uk](mailto:enquiry@hollyhill.bham.sch.uk)

## **5.13 The local authority local offer**

Our local authority's local offer is published here: [Local Offer Birmingham](#)

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the SENDSCO **every year**. It will also be updated if any changes to the information are made during the year.



It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy links to the following documents:

Accessibility plan

Behaviour policy

Equality information and objectives

Supporting pupils with medical conditions policy

Intimate Care Policy