

Special Educational Needs and Disabilities Policy

Policy Review

This policy will be reviewed by the Management Committee annually.

This policy was reviewed and approved at the Management Committee meeting held on **26.02.2026**.

The next scheduled review and renewal date is **26.02.2027**

STEPS SEND Policy

At the STEPS Centre we firmly believe that it is vital for all children in our care to meet their full potential. Our aim is that every child thoroughly enjoys their Centre experiences and participates in Centre life fully with enthusiasm for learning, achieving, making progress whilst continuing to grow as individuals. We believe in working together for excellence for all. This is achieved through quality first teaching, the calm nurturing environment and through the clear and consistent approach that resonates throughout the Centre. The individual needs of all our children are the central focus, providing stimulating and exciting learning opportunities for all.

We are sensitive to the varied individual needs of children and we use a flexible, graduated approach to support specific needs and differing abilities. We promote collaboration between the Centre, parents and other agencies in order to meet individual needs in an inclusive, organised, robust and carefully considered manner. We aim to ensure that children are provided for and targeted support (where possible) is given to enable children to fully access the curriculum effectively.

Every effort is made to accommodate children with special educational needs and disabilities (SEND) needs but due to the centre's designation it is not possible to 'admit' children with profound needs into the day-to-day function of the centre. The Centre cannot access funding to support children with learning needs and we do not have access to additional staff including in class support. This may mean a short term/part time timetable or regular monitoring in the home environment whilst they go through an EHCP process.

We promote independent skills and support children to take the next steps in their learning journey.

1. Aims

Our SEND policy aims to:

- Set out how our Centre will support and make provision for children with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for children with SEND

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

3. Definitions

A pupil has SEN 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 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 SENCO

The SENDCO is the Centre Manager

They will:

- Work with the headteacher and the Management Committee to determine the strategic development of the SEN policy, SEND Information Report and provision in the Centre
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEND, including those who may have a EHC plans. This provision and the centres ability to accommodate these needs will be subject to recommendations made at the initial carers/parents meeting.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEND receive appropriate support and high-quality teaching
- Be the point of contact for external agencies, especially the local authority and its support services, Inclusion Support
- Work with the career to develop a strategy for managing the learning and progress of the child including part-time timetables and parents supporting their child in the classroom
- Liaise with potential next education choice school to ensure children and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the Centre meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements (where possible and at no additional cost to the centre.
- Ensure the Centre keeps the records of all children with SEND up to date
- Liaising with parents/carers of children with SEND
- Holding review meetings and any meeting that facilitate EHCPs

4.2 The Management Committee

The Management Committee will :

- Monitor the quality and effectiveness of SEN and disability provision within the Centre
- Work with the headteacher and SENCO lead to determine the strategic development of the SEN policy and provision in the Centre
- Review the progress of EHCP's and the numbers of children where the process has begun

4.3 The Headteacher

The headteacher will:

- Work with the SENCO lead and Management Committee to determine the strategic development of the SEND policy, SEND Information Report and provision in the Centre
- Have overall responsibility for the provision and progress of learners engaged in the EHCP process and their progress

4.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any in class adult there to support the child and engage with them strategically to link classroom teaching and learning to the needs of the child
- Working with the SENCO lead to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

6. Monitoring Arrangements

This policy will be reviewed by the Headteacher/SENCO **every year**. It will also be updated if any changes to the information are made during the year.

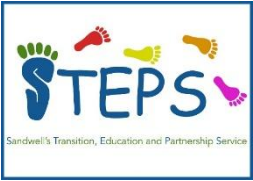
It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- SEND Information Report
- Accessibility Policy and Plan
- Behaviour Regulation and Relationship Policy
- Equality Policy and Objectives
- Supporting Pupils with Medical Conditions Policy
- STEPS' Safeguarding and Child Protection Policy

SEND Information Report

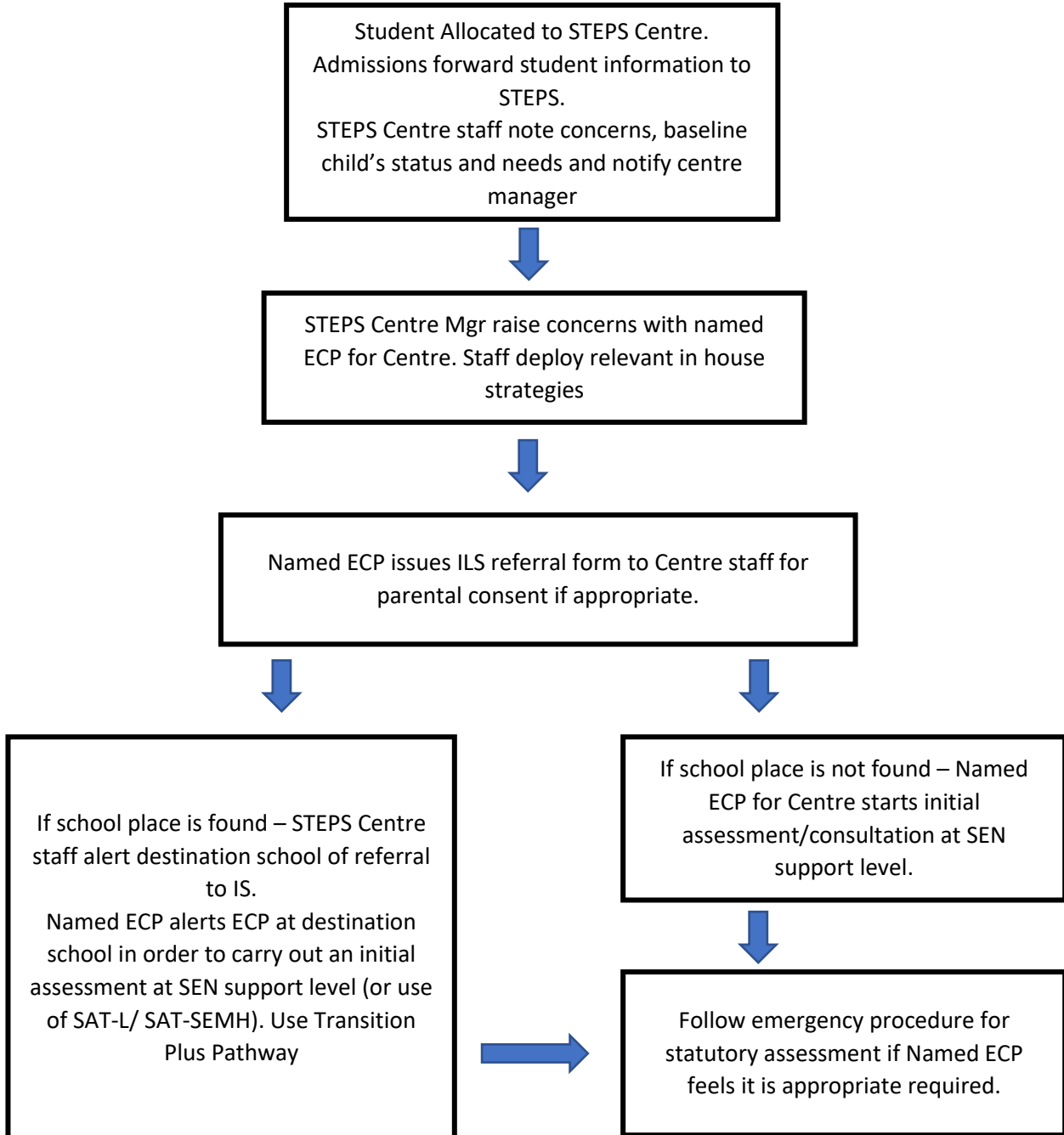
<p>Who is responsible for SEND at STEPS?</p>	<p>The first point of contact for any queries regarding special educational needs and disabilities (SEND) is the SEND Coordinator (SENDCo):</p> <p>Name: Miss Kaur (Centre Manager) Contact Number: 0121 569 2799 Address: STEPS Centre Coopers Lane Smethwick West Midlands B67 7DW</p>  <p>Admission and Inclusion Arrangements: The school's admission criteria does not discriminate against pupils with special education needs and/or disabilities, and its admission policy has due regard for the guidance in the Code of Practice which accompany the SEN and Disability Act.</p>
<p>What kind of SEND do we have provision for at STEPS?</p>	<p>Our Centre has provided additional and/or different provision for a range of needs, including:</p> <ul style="list-style-type: none"> • Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties • Cognition and learning, for example, dyslexia, • Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy • Moderate/severe/profound and multiple learning difficulties
<p>How do we identify and assess pupils with SEND (Appendix A)?</p>	<p>We will assess each pupil's current skills and levels of attainment on entry through a baseline assessment activity, where appropriate.</p> <p>Class teachers will make regular assessments of progress for all children and identify those whose progress:</p> <ul style="list-style-type: none"> • 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 <p>This may include progress in areas other than attainment, for example, social needs.</p> <p>Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.</p> <p>When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is possible and whether we can provide it by adapting our core offer, or whether something different or additional is needed.</p>
<p>How do we consult parents/carers of children with SEND and involve them in their child's education?</p>	<p>We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:</p> <ul style="list-style-type: none"> • Everyone develops a good understanding of the pupil's areas of strength and difficulty • We take into account the parents' concerns

	<ul style="list-style-type: none"> • Everyone understands the agreed outcomes sought for the child • Everyone is clear on what the next steps are
<p>How do we assess and review the progress of our pupils with SEND?</p>	<p>At the STEPS Centre all teachers are responsible and accountable for the progress and development of all children in their class. High quality teaching, differentiated for individual children, is the first step in responding to children individual needs. ‘Quality First’ teaching is a priority of the Centre. It is regularly and rigorously monitored and there is a focus on continual improvement of the teaching of all children, including those making slow progress. This includes reviewing and, where necessary, improving teachers’ understanding of strategies to identify and support vulnerable children and their knowledge of the SEN most frequently encountered.</p> <p><u>Levels of Need</u></p> <p>The STEPS Centre’s Graduated Response consists of three levels as follows:</p> <p>On-Alert.</p> <p>This refers to children who may, for some reason, have fallen behind and require some additional input to catch-up. A pupil in this category may have one of more of the following indicators:</p> <ul style="list-style-type: none"> • Currently have barriers to their learning e.g. • Their current behaviour is disruptive • There are attendance/lateness issues • Concerns over progress related to peers • The family is currently experiencing challenges • There are significantly slow in grasping ideas and developing language structure <p>Identified Need.</p> <p>Children at this level do not need an EHCP referral. However, if after a period of time, an individual does not catch-up, it is at this point that consideration will be given as to whether they need SEN support or a referral to Children’s Therapies.</p> <p>This will draw on:</p> <ul style="list-style-type: none"> • The teacher’s assessment and experience of the pupil • Their previous progress and attainment and 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 <p>Review</p> <p>All teachers 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.</p>
<p>How do we teach pupils with SEND?</p>	<p>Teachers are responsible and accountable for the progress and development of all the children in their class. High quality teaching is our first step in responding to children who have SEN. This will be differentiated for individual children.</p>

<p>How do we adapt the curriculum and the learning environment of children and young people with SEND?</p>	<p>We make the following adaptations to ensure all children's needs are met:</p> <ul style="list-style-type: none"> • Differentiating our curriculum to ensure all children are able to access it, for example, by grouping, teaching style, content of the lesson, etc. • Adapting our resources • Using recommended aids, such as, 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. • Resources that promote independent learning • Interactive displays/resources
<p>How are the staff supported to work with children with SEND and what training do they have?</p>	<ul style="list-style-type: none"> • All professional development needs are identified through the Centre's appraisal system and self-evaluation and feed into the Centre Development Plan as required. • The head teacher oversees the professional development of all staff during whole Centre training days and by attending courses. Colleagues attending courses are expected to disseminate and share relevant knowledge with other staff within the Centre. • The Centre manager/SENCO is responsible for keeping up to date with local and national developments in SEND.
<p>How does the school evaluate the effectiveness of the provision made for children with SEND?</p>	<p>We evaluate the effectiveness of provision for children with SEND by:</p> <ul style="list-style-type: none"> • Reviewing children's progress • Liaising with professionals working with the child • Using pupil questionnaires • Holding meetings for children with/in the process of a statutory EHC plans
<p>How does the school involve other bodies, in meeting children and young people's SEND and supporting their families?</p>	<p>Services which we may draw upon include:</p> <ul style="list-style-type: none"> • Inclusion Support • Speech and Language Support Service • Autism Outreach • Educational Psychologist • Visual Impairment Service • Hearing Impairment Service • CAMHS – Child and Mental Health Service • Social Services • School Health Advisor • Community Police
<p>How does the school handle complaints?</p>	<p>Complaints about SEND provision in our Centre should be made to the class teacher/Centre Manger or Head Teacher in the first instance. They will then be referred to the Centre's Complaints Policy.</p>
<p>Link to the authority's local offer.</p>	<p>https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page</p>

**International New Arrivals –
Standard procedures for students with mild/moderate SEND Needs**

This pathway is for pupils that have mild/moderate SEN



**International New Arrivals –
Emergency procedures for students with complex SEND Needs**

This pathway is only for students with very clearly defined complex needs for instance complex medical/physical needs, recognised conditions such as Downs Syndrome, severe learning difficulties severely deaf or visually impaired students.

