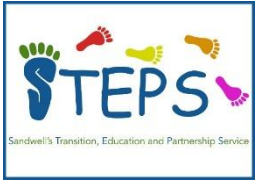


# **Special Educational Needs and Disabilities Policy**

## SEND Information Report

<p><b>Who is responsible for SEND at STEPS?</b></p>	<p>The first point of contact for any queries regarding special educational needs and disabilities (SEND) is the SEND Coordinator (SENDCo):</p> <p><b>Name:</b> Miss Kaur (Centre Manager)  <b>Contact Number:</b> 0121 569 2799  <b>Address:</b> STEPS Centre          Coopers Lane          Smethwick          West Midlands          B67 7DW</p>  <p><b>Admission and Inclusion Arrangements:</b>          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><b>What kind of SEND do we have provision for at STEPS?</b></p>	<p>Our Centre has provided additional and/or different provision for a range of needs, including:</p> <ul style="list-style-type: none"> <li>• Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties</li> <li>• Cognition and learning, for example, dyslexia,</li> <li>• Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy</li> <li>• Moderate/severe/profound and multiple learning difficulties</li> </ul>
<p><b>How do we identify and assess pupils with SEND (Appendix A)?</b></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"> <li>• Is significantly slower than that of their peers starting from the same baseline</li> <li>• Fails to match or better the child's previous rate of progress</li> <li>• Fails to close the attainment gap between the child and their peers</li> <li>• Widens the attainment gap</li> </ul> <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><b>How do we consult parents/carers of children with SEND and involve them in their child's education?</b></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"> <li>• Everyone develops a good understanding of the pupil's areas of strength and difficulty</li> <li>• We take into account the parents' concerns</li> </ul>

	<ul style="list-style-type: none"> <li>• Everyone understands the agreed outcomes sought for the child</li> <li>• Everyone is clear on what the next steps are</li> </ul>
<p><b>How do we assess and review the progress of our pupils with SEND?</b></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><b><u>Levels of Need</u></b></p> <p>The STEPS Centre’s Graduated Response consists of three levels as follows:</p> <p><b>On-Alert.</b></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"> <li>• Currently have barriers to their learning e.g.</li> <li>• Their current behaviour is disruptive</li> <li>• There are attendance/lateness issues</li> <li>• Concerns over progress related to peers</li> <li>• The family is currently experiencing challenges</li> <li>• There are significantly slow in grasping ideas and developing language structure</li> </ul> <p><b>Identified Need.</b></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"> <li>• The teacher’s assessment and experience of the pupil</li> <li>• Their previous progress and attainment and behaviour</li> <li>• Other teachers’ assessments, where relevant</li> <li>• The individual’s development in comparison to their peers and national data</li> <li>• The views and experience of parents</li> <li>• The pupil’s own views</li> <li>• Advice from external support services, if relevant</li> </ul> <p><b>Review</b></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><b>How do we teach pupils with SEND?</b></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><b>How do we adapt the curriculum and the learning environment of children and young people with SEND?</b></p>	<p>We make the following adaptations to ensure all children's needs are met:</p> <ul style="list-style-type: none"> <li>• Differentiating our curriculum to ensure all children are able to access it, for example, by grouping, teaching style, content of the lesson, etc.</li> <li>• Adapting our resources</li> <li>• Using recommended aids, such as, coloured overlays, visual timetables, larger font, etc.</li> <li>• Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.</li> <li>• Resources that promote independent learning</li> <li>• Interactive displays/resources</li> </ul>
<p><b>How are the staff supported to work with children with SEND and what training do they have?</b></p>	<ul style="list-style-type: none"> <li>• All professional development needs are identified through the Centre's appraisal system and self-evaluation and feed into the Centre Development Plan as required.</li> <li>• 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.</li> <li>• The Centre manager/SENCO is responsible for keeping up to date with local and national developments in SEND.</li> </ul>
<p><b>How does the school evaluate the effectiveness of the provision made for children with SEND?</b></p>	<p>We evaluate the effectiveness of provision for children with SEND by:</p> <ul style="list-style-type: none"> <li>• Reviewing children's progress</li> <li>• Liaising with professionals working with the child</li> <li>• Using pupil questionnaires</li> <li>• Holding meetings for children with/in the process of a statutory EHC plans</li> </ul>
<p><b>How does the school involve other bodies, in meeting children and young people's SEND and supporting their families?</b></p>	<p>Services which we may draw upon include:</p> <ul style="list-style-type: none"> <li>• Inclusion Support</li> <li>• Speech and Language Support Service</li> <li>• Autism Outreach</li> <li>• Educational Psychologist</li> <li>• Visual Impairment Service</li> <li>• Hearing Impairment Service</li> <li>• CAMHS – Child and Mental Health Service</li> <li>• Social Services</li> <li>• School Health Advisor</li> <li>• Community Police</li> </ul>
<p><b>How does the school handle complaints?</b></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><b>Link to the authority's local offer.</b></p>	<p><a href="https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page">https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page</a></p>