



Water Mill Primary School Special Needs Policy

INTENT

At Water Mill Primary School, we are committed to providing an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. Pupils have individual needs, abilities and life experiences which require varied provision and we endeavor to develop policies and practices that include all learners. We recognise that all pupils learn at different rates and that there are many factors affecting achievement. We aim to ensure that all children identified as having specific needs should have those needs met through special provision.

Educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We monitor and pay particular attention to the provision for, and the achievement of, different groups of learners within our school (in accordance with the Special Needs and Disabilities Act of 2001).

We intend:

- To establish a clear framework for the implementation of the SEND Code of Practice 0-25 years in school
- To ensure that children's special educational needs receive a broad and balanced education with equal access to the national Curriculum, differentiated to suit their individual needs
- To continually monitor the progress of all pupils and identify needs as they arise providing support as early as possible
- To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers
- To involve parents/carers at every stage in plans to meet their child's additional needs
- To involve the child themselves in the planning, assessment and decision making that affects them, where appropriate
- To ensure accurate assessment is carried out to celebrate the progress of individual children with special educational needs

IMPLEMENTATION

Individual Target Plans

Strategies employed to enable a pupil with SEND to progress will be recorded within an Individual Target Plan (ITP). The ITP will include information about the pupils identified short-term targets.

The ITP will be generated through assessment on the Language and Literacy/Maths Continuums and will only record that which is additional to, or different from, the differentiated curriculum and will focus upon individual targets that match the child's needs. The ITP will be reviewed three times a year (October, February and May). The review will focus on:

- Progress made by the pupil
- Effectiveness of the Individual Target Plan
- Updated advice and information
- Future action

The outcome of the review may be that a pupil no longer needs support, continues with the current level of provision or that they require more specialist input. Parents are always informed of review outcomes and receive copies of reviewed and updated ITP's. These are also discussed at parents' consultation meetings so parents can actively contribute.

Levels of Support

Water Mill's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo to consider what other support may be put in place. This may lead to the conclusion that the pupil needs support over and above what is normally available within a particular curriculum area.

Universal Support

When a class teacher identifies a pupil with additional needs, in the first instance they will provide class based interventions to ensure pupils have access to inclusive practice. This is called *Universal Support*. This will provide evidence and will be shared with the SENDCo should any further support be needed.

Targeted Support

When a class teacher or SENDCo identifies a pupil with special educational needs, the class teacher will provide interventions that are additional to those provided as a part of the school's usual differentiated curriculum. This is called *Targeted Support*. The triggers for intervention through *Targeted Support* will be underpinned by evidence about a pupil who despite receiving differentiated learning opportunities makes:

- Little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment and/or progress in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress

Specialist Support

A request for support from external agencies is likely to follow a decision taken, in consultation with parents, by the SENDCo. At *Specialist Support* level, external support services will usually see the pupil so that they can advise teachers on accompanying strategies for support. They provide more detailed assessments to inform planning and give advice on further strategies and/or specialist materials. *Specialist Support* will be provided when, despite receiving individualised support under *Targeted Support*, the pupil:

- Continues to make little or no progress in specific areas over a long period
- Continues working substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

SEND Support Plan

Where pupil assessments do not show expected levels of progress despite relevant and purposeful support, the SENDCo may consider writing a SEND Support Plan (SSPP). This SSPP is only for those pupils who require additional and different provision that would require further funding in the short term. For longer term support, an Education, Health and Care Plan request would be more appropriate.

Education, Health and Care Plans

Where pupil assessments do not show expected levels of progress despite relevant and purposeful support, the school and/or parents may consider requesting an Education, Health and Care Assessment that will be undertaken by the Local Authority (LA). For this request, a Team Around the Child (TAC) Multi-agency Meeting will be held where all agencies working with the pupil can share their assessments prior to a request (without the support from outside agencies, school are unable to make an application for an EHCP). Following this meeting, the SENDCo will collate all the information and send this to the LA, who will decide if further assessment is appropriate. Further information and guidance can be found on Birmingham's Local Offer Website at <https://www.localofferbirmingham.co.uk/>

A pupil who has an Education, Health and Care Plan (EHCP) will continue to have arrangements as for *Specialist SEND* Support, including any further provision decided by the LA through an EHCP. School do not wait for an EHCP or EHCP funding to be in place before ensuring appropriate provision is in place.

All children with EHCPs will have short term targets set out for them. These targets will be set out in an ITP and implemented at least in part as far as is possible, in the normal classroom setting. The delivery of the interventions will continue to be the responsibility of the class teacher.

All EHCPs will be reviewed at least annually with the parents, the school and representatives of the external agencies working with the pupil. The annual review will focus on what the child has achieved as well as any difficulties that need to continue to be supported. In year 5, the review will aim to give clear recommendations as to the type of provision the child will need for secondary

transfer. It will then be possible for parents to visit schools so that options may be considered. The SENDCo of the receiving school will be invited to attend the final annual review at Water Mill to inform them of the support that will need to be continued, and to enable the pupils and parents to be reassured that an effective and supportive transfer will occur. Where this is not possible, effective transition will occur between the SENDCo from Water Mill and the receiving school – this may be through a telephone conversation, or TEAMS meeting.

Admission Arrangements

Pupils with additional educational needs are considered for admission to the school on exactly the same basis as for pupils without additional educational needs. If a pupil already has an identified special educational need prior to them joining Water Mill, we will liaise with parents and the pupil's previous educational setting in order to gain a full understanding of their needs.

On entry to Reception, each pupil's current level of attainment is assessed in order to ensure that they build upon the pattern of learning and experience already established during the pupil's pre-school years. Staff involved in the Early Years Foundation Stage (EYFS) will make visits to nursery schools where pupils are transferring from. Admission to reception is part-time for the first few days and these arrangements are flexible and cater to the needs of the individual pupil.

EAL Pupils

The identification and assessment of the special educational needs of pupils whose first language is not English, requires particular care. Where there is uncertainty about an individual pupil, teachers will look carefully at all aspects of a pupil's performance in different subjects to establish whether the challenges they encounter in the classroom are due to language difficulties.

IMPACT

Assessment

The impact of the support provided for pupils who are identified to have special educational needs will be assessed in accordance with the schools assessment practices. They will also be assessed termly, against the SEND Continuum Criteria for Speaking and Listening, Reading and Writing and in some cases Maths, for those children who have low attainment/progress in this area. Doing this, ensures the impact of support in place can be assessed and class teachers can ensure continued focus is on the areas the pupil needs the most.

Every half term, the SLT and class teachers carry out Pupil Progress Meetings where in depth discussions are had about the pupils' progress and next steps are identified. The SENDCo regularly analyses the data collected through our school based tracking systems and SEND Toolkit and both of these together determine and provide a base for further interventions provided.

Every term we analyse the data we have on the percentage of our pupils with low attainment, at the end of their year group, and compare this data with similar schools. This information is used to target set, to inform the development plan for Water Mill and helps to resource the school effectively.

The SENDCo and Head Teacher will provide information to the governing body as to the numbers of pupils receiving special educational provision through Targeted SEND Support, Specialist SEND Support, SSPP's and EHCPs as well as any pupils for whom a Statutory Assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. The SENDCo and Head Teacher will also report on any whole school developments in relation to inclusion and ensure that the governors are kept up to date with any legislative or local policy changes.

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