

Author/Contact:	Executive Team	
Document Reference:	ATLP SEND POLICY Birmingham	
Version	02	
Status	Final	
Publication Date		
Related Policies	Complaints	
Reviewed/Consulted with prior to ratification	Single Equality Act 2010, The Children and Families Act 2014 and The SEN and Disability Code of Practice: 0-25 years 2014	
Review Date	Annually	
<b>Approved/Ratified By</b>	Trust Board	Date: December 2021



## **Learning Partnership SEND Policy 2020**

The Arthur Terry Learning Partnership (ATLP) is committed to meeting the needs of all students in line with the Single Equality Act 2010, The Children and Families Act 2014 and The SEN and Disability Code of Practice: 0-25 years 2014.

For details of the provision offered by schools in the ATLP please see the School Offer on the individual school websites.

The SEN Policy works alongside and in conjunction with the Local Offer Birmingham City Council and the SEN School Report (School offer) and is embedded in the Teaching and Learning framework of the Partnership.

Provision for students with special educational needs is a responsibility for the Partnership as a whole. In addition to the governing body, the headteachers, the SENCO and all other members of staff, both teaching and support staff have responsibility for meeting the needs of students with SEN. All staff are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

High quality teaching which is differentiated and personalised should be available to all students enabling progress and achievement. The majority of students will learn and progress within the continuous cycle of planning, teaching and assessing which takes into account the wide range of abilities, aptitudes and interests. Those students whose overall attainments across a range of subjects fall significantly below the schools expected progress may have special educational needs.

### **Identification Assessment and Provision**

Students will have differentiated work prepared for them by the classroom teacher in conjunction with the learning support staff. Some students will have in class support which is additional to and different to the curriculum support available to all students. Progress is reported to parents via data and parent consultation evenings. Parents will also be kept informed of progress by the heads of school/ subject staff and student tutors.

### **A Graduated Approach**

The class room teacher is responsible for the implementation of the four actions linked to a graduated response. Teachers are expected to keep written reports of interventions relating to students they have identified as potentially having a special need.

**Assess:** If a child does not appear to be making appropriate progress the classroom teacher will make an intervention plan. The parent should be involved at this point.

**Plan:** the plan should involve specific differentiation.

**Do:** The plan is put into action over a specified period of time.

**Review:** The plan is reviewed with the parent.



At this juncture a referral to the SENCO will be made by the class teachers/appropriate member of staff. The SENCO and class teacher/appropriate member of staff will then meet with the parent to arrange the appropriate more intensive intervention and support.

Students will be deemed to have a learning difficulty if they:

- Have a significantly greater difficulty in learning than children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities/opportunities of the kind generally provided for children of the same age in school within the local authority area.

The four SEN areas of need are:

- Communication and interaction.
- Cognition and learning.
- Social, mental and emotional health.
- Sensory and or physical need.

Where a student is receiving additional SEN support the parent will meet the SENCO or Assistant SENCO 3 times per year to review progress. The Partnership is committed to the belief that regular home school contact is essential for student progress, especially for those who have additional barriers to accessing the curriculum.

Each review will outline progress, identify targets and support that will enable the student to meet them. The review will also identify the responsibilities of the student, parent and school in achieving these targets. At this point one or more outside support agencies may be involved with the student/parent and school.

Should a student still not be making the appropriate progress at an acceptable level then formal procedures for an Education Health and Care Plan will commence. This will be led by the SENCO and will involve the appropriate outside agencies, parents and student. The process must be child centred and give the young person choices. The child and parents will be involved in all discussion and decision making.

The process of application for an Education Health and Care Plan will follow the legal assessment procedures outlined in the Local Offer by Birmingham Local Authority. The plan will contain a personalised learning plan for the student involving all appropriate support agencies, the student, parents and school staff.

Details of this process can be found on the mycarewebsite: [www.mycareinbirmingham.org.uk](http://www.mycareinbirmingham.org.uk)

If you have any complaints about this policy, you should refer to the ATLP Complaints Policy which can be found on the ATLP website.