

Meadow Vale Primary School



SEND POLICY

Policy Owner - SLT

Passed by School Development Committee - Spring 2015

Next Review - Spring 2017

**Ratified and Signed by the Chair of
The School Development Committee**

_____ Date _____

**Acknowledged and Signed by the Chair of
The Full Governing Body**

_____ Date _____

Amendments since last revision

SEN has been changed to SEND throughout.

Special Educational Needs has been changed to Special Educational Needs and Disabilities throughout.

SA and SA+ has been changed to school support throughout

SA+ has been changed to external services referrals

Statements has been changed to Education and Health Care Plans or EHCPs throughout

Page 4. Behavior, emotional and social development has been changed to Social, emotional and mental health.

Sensory and/or physical has been changed to Physical/Mental/Sensory

The governors fully concur with the principles of the Code of Practice (2001) has been changed to The governors fully concur with the principles of the SEND Code of Practice (2014)

The needs of most pupils will be met in mainstream and without a statutory assessment or statement of special educational needs. Children with SEN, including children with statements of SEN, should be educated alongside their peers in mainstream school, taking into account the wishes of the parents **has been changed to** The needs of most pupils will be met in mainstream and without a statutory assessment or Education Health Care Plan (EHCP). Children with SEND, including children with EHCPs should be educated alongside their peers in mainstream school, taking into account the wishes of the parents and child.

Page 5/6. **Roles and Responsibilities** has been moved forward from page 8/9.

Page 7. Box 8 has been changed from Move to School Action Plus – SENCO takes the lead to SENCO to make appropriate referrals to external services.

Added Box 9. SENCO and Headteacher review progress and if deemed inadequate then consider asking for statutory assessment which may result in the child having an Education Health Care Plan.

Page 8 (previously page 7). The following has been added;

Pupils work predominately in small groups or on an individual basis in the mainstream class, in a withdrawal situation/ in SENCO/ and Special Needs Teacher base has been changed to Pupils work predominately in small groups or on an individual basis in the mainstream class, in a withdrawal situation with SENCO, Special Needs Teacher classroom, with a highly trained Learning Support Assistant or the teacher led Nurture group.

Teaching and Support Services (TASS), Educational Psychologist and/or specialist advisors from Autistic Spectrum Social Communication Aware (ASSC), Behaviour Support Team (BST) may be involved in providing specific advice on strategies has been changed to Teaching and Support Services (TASS), Educational Psychologist and/or specialist advisors from Autistic Spectrum Social Communication Aware (ASSC), Behaviour Support Team (BST), Berkshire Consortium Service, Child and Adolescent Mental Health Service (CAMHS), Children and Young Persons Integrated Therapies Services (CYPIT) may be involved in providing specific advice on strategies.

Added to page 8.

- Nurture Group provided by a specialised teacher to provide additional support for vulnerable children who may have attachment difficulties.
- Family Support Advisor (FSA) to provide advice for families who may need additional support for difficult situations.

Page 9.

Effectiveness of IEP **has been changed to** Effectiveness of and impact of IEP

School Action Plus has been removed as a heading.

Triggers for School Action Plus has been changed to Triggers for involving external services.

Literacy has been changed to English.

Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme **has been changed to** has social, emotional or behavioural difficulties which substantially and regularly interfere with the child'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 visit by a specialist service has been changed to has physical, medical or sensory needs and requires additional specialist equipment or regular advice or visit by a specialist service.

Page 10. The following has been added;

Education Health Care Plans (EHCP)

An Education Health Care Plan is a document outlining the needs of the children and young person and conveys collaboration between education, health and social care services to provide support. It will show the high quality provision that has been identified to meet the needs of the children and young people with SEND. A focus will be on an inclusive practice and removing barriers to learning therefore providing a successful preparation for adulthood, including independent living and employment.

Code of Practice for SEN (2001) has been changed to SEND Code of Practise (2014).

Page 10. The following has been added under the Funding section- Pupils with an EHCP who need additional support that exceeds the cost of £6000 may be allocated the 'top up funding' by the local authority on the basis of their assessed needs.

Special Educational Needs Resources has been changed to **Special Educational Needs and Disability Resources**

Every class at KS1 has fulltime support from one or two LSAs. 213.5 hours of support is provided at KS2. Funding for pupils with an Education Health Care Plan is 'topped up' by the main school budget to ensure maximum cover of resources in all classes. Some LSAs are funded specifically through 'top up funding'

***“Education should develop each Child’s talent and personality to the full”
UNICEF RRS Article 29***

Meeting Special Educational Needs and Disability

Children have special educational needs and disability if they have a learning difficulty and/or have a disability which means they are unable to access the curriculum, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age: or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- (c) are under compulsory school age and fall within the definition at (a) or (b) above of would do so if special educational provision was not made for them.

Aims

By setting suitable learning challenges, responding to pupils’ diverse needs and overcoming potential barriers to learning, the school has developed an inclusive curriculum. The majority of pupils make progress within this inclusive curriculum without additional support.

We seek to include children with special educational needs and disability (SEND) into mainstream education through the appropriate training, strategies and support. We provide a differentiated curriculum to meet the needs of the child.

- Every child will have equality of opportunity
- Every child will be valued: his/her achievements recognised and celebrated.
- The child’s views will be sought and taken into account.
- We will work with parents to form a genuine partnership between school and home so that both are working together for the child’s individual success.
- We recognise that the needs of a child may be temporary or of a more permanent nature.
- When assessing a child’s individual needs we are aware of many areas that may relate to the child’s difficulties:

Communication and interaction

Cognition and learning

Social, emotional and mental health

Physical/Medical/Sensory

- There is liaison with appropriate professional and medical support agencies to offer advice, guidance and support for the child.

The governors fully concur with the principles of the SEND Code of Practice (2014)

- The needs of all pupils who may have special educational needs and disability either throughout, or at any time during their school careers, must be addressed: the code recognises that there is a continuum of needs and a continuum of provision, which may be made in a wide variety of forms.
- Children with SEND require the greatest possible access to a broad and balanced education, an appropriate curriculum for the foundation stage and the national curriculum.
- The needs of most pupils will be met in mainstream and without a statutory assessment or Education Health Care Plan (EHCP). Children with SEND, including children with EHCPs should be educated alongside their peers in mainstream school, taking into account the wishes of the parents and child.
- The knowledge, views and experience of the child and parents are vital. Effective assessment will be secured where there is the greatest possible degree of partnership between parents and their children and schools, LAs and other agencies.

ROLES AND RESPONSIBILITIES

Governors

Have statutory duties towards pupils with special educational needs and disabilities.

The governing body must:

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs and disability.
- Ensure that, where the “responsible person” – the headteacher or the appropriate governor – has been informed by the LA that a pupil has SEND, those needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for, those pupils who have special educational needs and disability.
- Consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of coordinated special educational provision in the area as a whole.
- Ensure that a pupil with SEND joins in the activities of the school together with pupils who do not have special educational needs and disabilities, so far as is reasonable practical and compatible with the children receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

Our Special Needs Governor is Mrs Moyle. Mrs Moyle has access to governor training needs specific to SEND issues.

The Responsible Person – The Headteacher – Mr. N Duncan

- Has the responsibility for the day to day management of all aspects of the school’s work including provision for children with special educational needs and disability.
 - Must provide a system for the efficient transmission of information to all who are likely to teach/support the child with SEND.
 - Work closely with the SENCO to ensure
 - planned strategies for identifying difficulties
 - individual records are kept
 - advising the LA that a statutory assessment might be necessary
 - Make available as appropriate open records, which detail the implications for classroom organisation, equipment and practice of a pupil with SEND.
 - Ensure that the LA, parents and governing body are informed of any pupil in respect of whom the provisions of the National Curriculum have temporarily been disapplied or modified.
 - Inform the LA when a pupil is considered to have SEND that may be beyond the resources of the school.
 - Identify in consultation with SENCO and others, the in-service needs of the staff in relation to the special educational provision.
 - Ensure that the arrangements for special educational provision are kept under review and reported to the governors termly to include:
 - (a) the number of pupils identified by the school as having SEND and the action being taken by the school to support their learning as recorded on the IEPs.
 - (b) the number of pupils receiving additional support from outside the school’s resources.
 - (c) the number of children with SEND about whom discussions have been held with other agencies.
 - (d) the distribution of attainment levels in the core subjects of the National Curriculum at the relevant reporting stage and the arrangements made to support those children at the levels, and those with specific difficulties in part of the curriculum.
 - (e) the number of children with attainment targets significantly ahead of the majority of pupils at the relevant reporting age and the particular arrangements made for them.
- (More Able Children)

- (f) the deployment of resources allocated significantly for pupils with statements.
- (g) ensure that such reports and information as requested are made available to the LA .

The Special Educational Needs Co-coordinator (SENCO)

Should:

- Oversee the day-to-day operation of the SEND policy
- Co-ordinate provision for children with special educational needs and disabilities
- Liaise with and advise colleagues
- Advise on management of Learning Support Assistants (LSAs)
- Oversee the records of all children with SEND
- Liaise with parents of children with special educational needs and disability.
- Contribute to the in-service training of staff
- Liaise with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.

The Class teacher

Should:

- Provide access to all areas of the curriculum
- Identify the child's needs, strengths and weaknesses
- Match appropriate tasks to the needs of the child
- Offer structure and support
- Read known information and act upon it
- Keep all staff informed at liaison meetings
- Monitor and assess progress
- Keep appropriate records
- Keep parents informed
- Discuss progress with child

The Parents/Carers

Should:

- Act as partners in the education of their children
- Share information with the class teacher
- Be given the opportunity to liaise with professional agencies
- Become involved in the target setting and evaluation process
- Support their child at home with reference to IEP targets

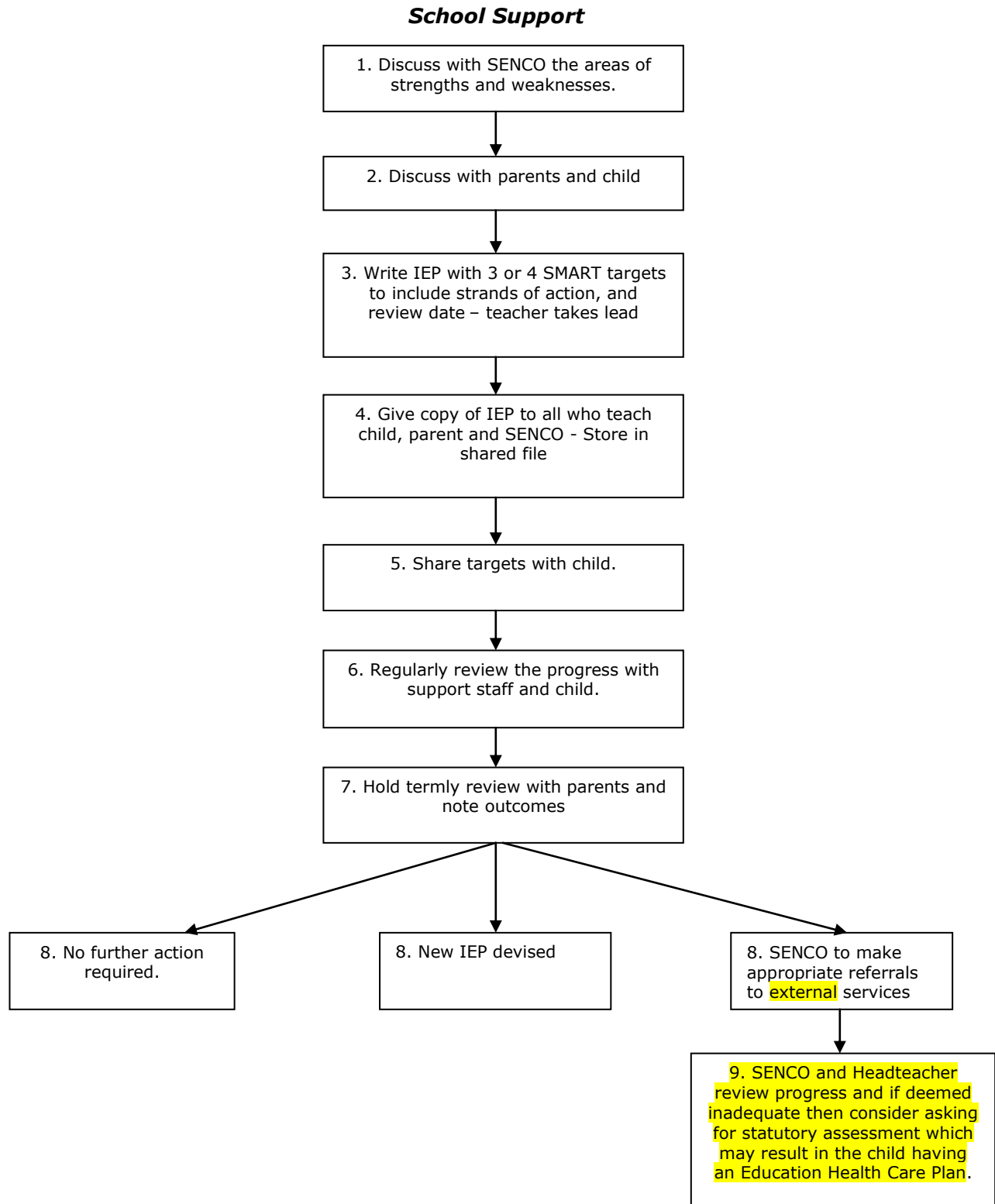
Identification of SEND

Early identification of any child who may have special educational needs and disability is crucial in order to put routine support in place quickly and for parents to know what services they can expect to be provided. To support this process we measure children's progress by referring to:

- their performance monitored by the teacher as part of ongoing observation and formative assessment.
- the outcomes of nursery and foundation baseline assessment results
- the progress against the objectives specified in the Primary National Strategy
- their performance against the level descriptors in the National Curriculum and end of year assessments
- standardised tests and other assessments throughout the year.
- concerns and views expressed by parents.
- medical advice on physical development and other barriers to learning including autism and dyspraxia. (Please refer to Assessment Policy)

School Support

Once a child has been identified as having special educational needs and disability the school will inform the parents that special educational provision is being made to match the nature of their needs. The classteacher will discuss with the SENCO/Learning Support teacher about the action that needs to be taken.



Strands of action to meet SEND

- Assessment, planning and review
- Grouping for teaching purposes
- Additional human resources
- Curriculum and teaching strategies.

Assessment and Planning

- Both formative and summative assessments by teacher and Learning Support teacher and the use of standardised tests.
- IEP with SMART targets including regular reviews with parents to include the views of the child.
- External support (SALT/TASS/EP/LAL/ASSC/BST) undertake specialist assessment leading to a more specially focused IEP, shared with parents.
- Involvement of both education and non-educational professionals in assessment and planning.
- Longer-term plan for provision, supported by shorter-term IEPs with parents involved.
- Intervention group progress and individual progress tracked via Pupil Tracker Online. Groupings and planning adjusted accordingly.

Grouping for teaching purposes

- Pupil based in mainstream class
- Grouping strategies used flexibly within the class
- Pupil based predominately in the mainstream class supported through flexible grouping strategies
- Individual and small group teaching to support IEP targets, delivered within the classroom, through limited periods of withdrawal and/or through out of hours provision
- Pupils work predominately in small groups or on an individual basis in the mainstream class, in a withdrawal situation with SENCO, Special Needs Teacher classroom, with a highly trained Learning Support Assistant or the teacher led Nurture group.

Human Resources

- Main provision is by class teacher with SENCO involved in assessment and planning.
- Pupil support in the classroom with some targeted support provided by LSA or other adult.
- Teaching and Support Services (TASS), Educational Psychologist and/or specialist advisors from Autistic Spectrum Social Communication Aware (ASSC), Behaviour Support Team (BST), Berkshire Consortium Service, Child and Adolescent Mental Health Service (CAMHS), Children and Young Persons Integrated Therapies Services (CYPIT) may be involved in providing specific advice on strategies.
- Speech and language therapists via SALT in Schools service providing individual and small group support and training
- Staff support colleagues with own experiences. ASSC Enhanced Training group to advise with support for children with ASD.
- Individual or small group teaching provided by LSA (under guidance), SENCO/Special Needs Teacher or other specialists.
- Pupil support used regularly in the classroom with sustained targeted support provided by LSA.
- Small group support provided by LSA to enhance development of fine/gross motor skills (Dyspraxia club)
- Nurture Group provided by a specialised teacher to provide additional support for vulnerable children who may have attachment difficulties.
- Family Support Advisor (FSA) to provide advice for families who may need additional support for difficult situations.

Curriculum and teaching methods

- Emphasis on differentiation for curriculum access. May be some specific reinforcement or skill development activities in support of IEP targets.
- Emphasis on increasing differentiation of activities and materials.
- Some individual programmes to support specific targets.
- Access to computing and to specialist equipment and materials/software as necessary.
- Increasingly individualised programme – within the context of the inclusive curriculum.
- Specialist teaching and/or communication techniques supported by appropriate equipment and materials with specific advice from named agencies above.

Appropriate action for pupils will take into account the areas of strengths and weaknesses, the context of the class and the pupils' learning style.

Pupils may be at different points on each strand at different times, in different contexts or during different lessons. These strands are brought together in the Individual Education Plan (IEP).

- An IEP is written using the school template
- The IEP is discussed and signed by the parent/guardian and shared with the child.
- The plan will focus on 3 or 4 targets
- These targets are SMART – specific, measurable, achievable, realistic and time measured.
- The IEP will record that which is additional to or different from the differentiated curriculum plan, which is in place as part of the provision for all children.
- A copy of the plan is given to parents, SENCO and to all those who are working with the child.
- A review of the IEP is held on a termly basis, usually at the parent consultation evenings. This meeting will include:

Progress made by the child
Effectiveness of and **impact of IEP**
Updated information and advice
Further action

- Following this review a new IEP may be devised and a copy given to parents, SENCO and LSA (where appropriate).
- New IEP is shared with pupil.

Following the meeting to review the IEP, it may be necessary to request help from external services. The school will consult specialists when action is taken on behalf of the child. Specialists may be involved at an earlier stage in very early identification of special educational needs and disability and in advising the school on effective provision designed to prevent the development of more significant needs.

Triggers for involving external services

Despite the support provided within school the child:

- Continues to make little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels substantially below that expected of children of the same age.
- Continues to have difficulty in developing **english** and mathematical skills.
- Has **social, emotional or behavioural difficulties** which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has **physical, medical or sensory needs** and requires additional specialist equipment or regular advice or visit by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Procedures

- All information about the child will be gathered including targets that have been set and achieved.
- Assessment arrangements to measure child's progress may be required e.g. from an educational psychologist.
- The external specialist may advise, assess or be involved in teaching the child directly.
- The new IEP should set out fresh strategies for supporting the child's progress.

Education Health Care Plans (EHCP)

An Education Health Care Plan is a document outlining the needs of the child and young person and conveys collaboration between education, health and social care services to provide support. It will show the high quality provision that has been identified to meet the needs of the children and young people with SEND. A focus will be on an inclusive practice and removing barriers to learning therefore providing a successful preparation for adulthood, including independent living and employment.

Should the Headteacher consider asking for a statutory assessment of the child's special educational needs and disability which may result in an EHCP, the following should be provided:

- The school's action through school support and external services
- IEPs for the child
- Records of regular reviews and their outcomes
- Child's health including medical history where relevant
- National Curriculum levels
- Attainments in english and maths
- Educational and other assessments
- Views of the parents and the child
- Involvement of other professionals
- Any involvement by the social services or educational welfare service.

Before deciding whether to make an assessment the LA must issue a notice under the Education Act 1996, **SEND Code of Practice (2014)**.

The LA must:

- Write to parents to give them notice
- Set out the procedures that will be followed
- Explain the timing of each of the various stages of assessments within the overall six-month time limit
- Tell the name of an officer of the LA from whom further information may be obtained.
- Tell parents of their right to submit written evidence and make oral representations within a time limit – not less than 29 days
- Encourage the parents to respond and submit evidence.
- Give parents information about the local parent partnership service.
- Ask parents whether they would like the LA to consult anyone in addition to those whom the LAs must approach.
- Tell parents that they may also provide any private advice or opinions.
- Decide within 6 weeks whether to carry out a statutory assessment.

Monitoring of Special Educational Needs and Disability

Monitoring and self evaluation will be undertaken through:

- IEPs will be monitored by classteacher/SENCO teacher and success will be shown by the child meeting the SMART targets.
- Written evaluation of IEP

- Reviews held with parents
- The opinions of parents and outside agencies
- The child's own opinion.
- Progress of Special Needs intervention groups monitored on a termly basis via Pupil Tracker Online. Impact evaluated termly.
- SLT monitoring of classroom provision/lesson observations.
- The Headteacher's termly report to the governing body.

Funding

The funding for Special needs is provided through the following delegated elements:

- Pupils with an EHCP who need additional support that exceeds the cost of £6000 may be allocated the 'top up funding' by the local authority on the basis of their assessed needs.
- Social Needs Index – which uses free school meals as a percentage of the statutory number on role.
- Educational Needs Index – funding is allocated using KS test results at baseline assessment at entry to school and end of KS1. This funding is additional to elements of the AWPU that governors assign to special educational provision in the school.
- Funding allocated for the Speech and Language Resource.

Special Educational Needs and Disability Resources

- Foundation Nursery has full time LSA and Nursery Nurse support and Foundation Reception full time LSA and Nursery Nurse in each class.
- Every class at KS1 has fulltime support from one or two LSAs. 213.5 hours of support is provided at KS2. Funding for pupils with an Education Health Care Plan is 'topped up' by the main school budget to ensure maximum cover of resources in all classes. Some LSAs are funded specifically through 'top up funding'.
- Funding for classroom materials for SEND children is through the SENCO, who holds a budget for this purpose.
- All staff are encouraged to share all resources and their expertise.

SEND Provision Map – details the available provision, resources, assessment available for each of the strands of Special Educational Needs and Disabilities, including precise provision for pupils with physical disabilities.

Provision Management – shows the resources available for each child in every year group.

Strategic Management – highlight the deployment of LSA staff.