

Meadow Vale Primary School



SEND POLICY

Reviewed: December 2020

Next review: December 2021

Meadow Vale Primary School and Nursery is committed to providing a high-quality education for all children. We believe that every child, including those identified as having additional needs, have a common entitlement to a broad and balanced accessible curriculum and that they will be fully included in all aspects of school life.

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 of (a) or (b) above or would do so if special educational provision was not made for them.

Aims

By setting suitable learning challenges, responding to children's diverse needs and overcoming potential barriers to learning, the school has developed an inclusive curriculum. The majority of children 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 appropriate training, strategies and support. We provide a differentiated curriculum to meet the needs of the child and ensure that the SEND and Disability Act and relevant Codes of Practice, are implemented effectively across the school.

- 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 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 children 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 children 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 children with special educational needs and disabilities.

The governing body must:

- Do its best to ensure that the necessary provision is made for any child 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 child 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 children 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 child with SEND, joins in the activities of the school, together with children who do not have special educational needs and disabilities; so far as is reasonably practical and compatible.
- Ensure that parents are notified of a decision by the school, that SEND provision is being made for their child.

Our SEND Governor is Mrs Caron Cole. Mrs Cole has access to governor training needs specific to SEND issues.

The Responsible Person – The Headteacher – Mrs Catherine Forrester

- 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 child with SEND.
- Ensure that the LA, parents and governing body are informed of any child in respect of whom the provisions of the National Curriculum have temporarily been disapplied or modified.
- Inform the LA when a child 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 children identified by the school as having SEND and the action being taken by the school to support their learning as recorded on the Learning Plans.
 - (b) the number of children 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 these levels and those with specific difficulties in parts of the curriculum.
 - (e) the number of children with attainment targets significantly ahead of the majority of children at the relevant reporting age and the particular arrangements made for them (More Able Children).
 - (f) the deployment of resources allocated significantly for children with an EHCP.
 - (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 Teaching Assistants (TAs).
- 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 and record appropriately on a Learning Plan.
- 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 and review the Pupil Passport and/or Learning Plan at least twice per academic year.
- Keep parents informed and discuss their child's Learning Plan (for which parents are issued online access) at Parent Consultations.
- Discuss progress, Pupil Passport and/or Learning Plan with the 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 the Learning Plan targets (commenting via the parent communication facility as and when appropriate).

Identification of SEND

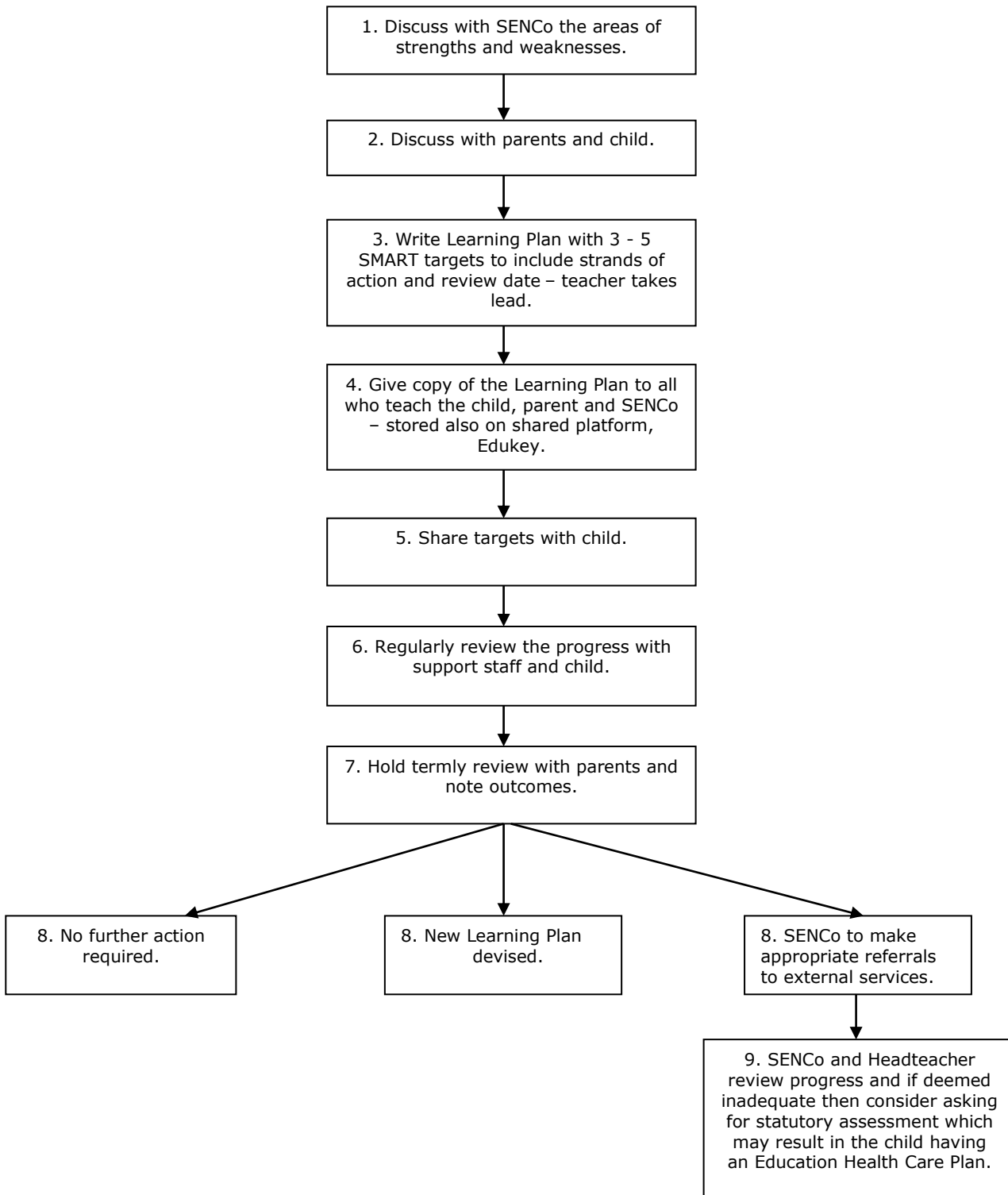
Early identification of any child who may have special educational needs and disability is crucial in order to put routine support in place quickly and for parents to know what services they can expect to be provided. To support this process, we measure children's progress by referring to:

- 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/or other barriers to learning such as ASD, ADHD, sensory processing difficulties and/or specific learning difficulties.

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 Class Teacher will discuss with the SENCo/Teaching Assistant about the action that needs to be taken.

School Support



Strands of action to meet SEND

Graduated Approach of:

- Assess, Plan, Do, Review.
- Grouping for teaching purposes.
- Additional human resources.
- Curriculum and teaching strategies.

Assessment and Planning

- Both formative and summative assessments by the class teacher and the use of standardised tests.
- Learning Plan with SMART targets including regular reviews with parents to include the views of the child.
- External support (SaLT/OT/SfL/EP/EAL/AS/BST) undertake specialist assessment leading to a more specially focused Learning Plan, shared with parents.
- Involvement of both education and non-educational professionals in assessment and planning.
- Longer-term plan for provision, supported by shorter-term Learning Plan with parents involved.
- Intervention group progress and individual progress tracked.
- Groupings and planning adjusted accordingly.

Grouping for teaching purposes

- Child based predominately in the mainstream class supported through flexible grouping strategies.
- Individual and small group teaching to support Learning Plan targets, delivered within the classroom through limited periods of withdrawal and/or through out of class provision.
- Children work predominately in small groups or on an individual basis in the mainstream classroom, with the class teacher, HLTA or TA.

Human Resources

- Main provision is by class teacher with SENCo involved in assessment and planning.
- Child supported in the classroom with targeted support provided by Teacher or TA, as applicable.
- Support for Learning Services (SfL), Educational Psychologist and/or specialist advisors from Autism Services (AS), 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.
- Individual or small group teaching provided by TA (under guidance), SENCo or other specialists.

Curriculum and teaching methods

- Emphasis on differentiation for curriculum access. May be some specific reinforcement or skill development activities in support of Learning Plan targets.
- Emphasis on increasing differentiation of activities and materials.
- Access to computing and/or specialist equipment and materials/software as necessary.
- An increasingly individualised programme to support specific targets – 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 children will take-into-account the areas of strengths and weaknesses, the context of the class and the child's learning style.

Children 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 Learning Plan.

- A Learning Plan is written using the EDUKEY template.
- The Learning Plan is discussed, accessed online by the parent/guardian and shared with the child.
- The plan will focus on 3 - 5 targets.
- These targets are SMART – Specific, Measurable, Achievable, Realistic and Time measured.
- The Learning Plan 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 the SENCo and to all those who are working with the child.
- A review of the Learning Plan is held on a termly basis, usually at the parent consultation meetings. This meeting will include:

Progress made by the child
Effectiveness of and impact of the Learning Plan
Updated information and advice
Further action

- Following this review, a new Learning Plan may be devised, with parents continuing to be able to access and comment online and an updated copy given to the SENCo and TA (where appropriate).
- The new Learning Plan is also shared with the child.

Following the meeting to review the Learning Plan, 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 support plan in place.
- 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 a 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 Learning Plan 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.
- Learning Plans for the child.
- Records of regular reviews and their outcomes.
- An overview of the child's health, including medical history where relevant.
- National Curriculum attainment.
- Educational and other assessments.
- Views of the parents and the child.
- Involvement of other professionals.
- Any involvement by children's social care or the educational welfare service.

Before deciding whether to make an assessment, the LA must issue a notice under the Education Act (1996) and 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 LA 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:

- Learning Plans monitored by the class teacher/SENCo where success is shown by the child meeting the SMART targets.
- Written review of the Learning Plan.
- Termly reviews of a child's EHCP individual provision map
- Reviews held with parents.
- The opinions of parents and outside agencies.
- The child's views.
- Termly evaluation of the progress and impact of intervention groups.
- Leadership Team 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:

- Children 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 test results at baseline assessment on entry to school and the 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.
- Funding allocated for the Rainbow Resource.

Special Educational Needs and Disability Resources

- At least half of TAs in EYFS (Nursery and Reception) are required to hold a Level 3 Qualification.
- Nursery adopts a Teacher: Pupil ratio of 1:13 or a Level 3 Qualification Holder: Pupil ratio of 1:8
- Every class at KS1 has full time support from one TA. 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 TAs are funded specifically through 'top up funding'.
- Funding for classroom materials for children with SEND, is through a specified budget allocated to the SENCo for this purpose.
- All staff are encouraged to share resources and expertise.