



Meadow Vale Primary School

SEND Policy

Review date:	November 2023
Next review:	November 2024
Reviewed by:	Full Governing Board

In partnership with the whole school community and through an engaging curriculum, we aspire to nurture and empower every child to flourish.

We will encourage, inspire, motivate and support them to achieve their potential so they become confident, considerate, resilient and active members of society.

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 an entitlement to a broad and balanced accessible curriculum and that they will be fully included in all aspects of school life. Meadow Vale Primary school aims to provide all pupils with equitable opportunities to access both curriculum and all aspects of school community activity(ies).

Meeting Special Educational Needs and/or Disability

Children with a special educational need and/or disability (SEND) require special educational provision to be made for them in order to fully access the curriculum.

Children have a special educational need and/or disability 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 which is adapted and differentiated as appropriate. The majority of children make progress within this inclusive curriculum without additional support. This means that pupils' needs can be met within delivery of a differentiated curriculum.

We seek to include children with 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 actively sought and interlaced within their school environment where appropriate and feasible
- 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 – collaborate working is an essential part of the process towards identifying and pursuing the intervention(s) required to support the child accessing school curriculum and opportunities
- We recognise that the needs of a child may be temporary or of a more permanent nature and will adapt as required to support the child's needs
- When assessing a child's individual needs we are aware of many areas that may relate to the child's difficulties. These fall under the following four broad areas of need:

Communication and Interaction
Cognition and Learning
Social, Emotional and Mental Health
Physical/Medical/Sensory

- Engagement with external agencies and professions will be sought as necessary in order to seek relevant and professional recommendations regarding provision for the child

The governors fully concur with the principles of the SEND Code of Practice (2015):

- The needs of all children who may have special educational needs and/or 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 and Care Plan (EHCP). Children with SEND, including children with EHCPs should be educated alongside their peers in mainstream school, providing space for recognition of pupil voice and needs along with the opinion and recommendations of any relevant professionals
- 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 SEND.

The governing board must:

- Endeavour to ensure that the necessary provision is made for any child who has SEND
- 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 SEND
- Consult the LA and the governing boards 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 has the opportunity to engage with peers in school community activity(ies); 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 Caron Cole who has access to governor training needs specific to SEND issues.

The Responsible Person – The Headteacher – Catherine Forrester

- Has the responsibility for the day-to-day management of all aspects of the school’s work including provision for children with SEND
- 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 SENDCo 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 board 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 the SENDCo and others, the in-service needs of the staff in relation to 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 their Individual 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 - children working at the Greater Depth Standard (GDS)
- (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 and Disabilities Co-coordinator (SENDCo) – Victoria Costanza

Should:

- Oversee the day-to-day operation of the SEND policy
- Co-ordinate provision for children with SEND
- Liaise with and advise colleagues
- Advise on management of Teaching Assistants (TAs) and staff working around a child with SEND
- Oversee the records of all children with SEND
- Liaise with parents of children with SEND
- 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 their Individual Learning Plan
- Be aware of and implement recommendations made through sought outcomes in section E of a pupil's EHCP
- 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 and work with the school for a child-centered, beneficial outcome
- Share information with the class teacher
- Be given the opportunity to liaise with professional agencies
- Be aware of and aim to support target setting for pupils with SEND
- 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 SEND 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:

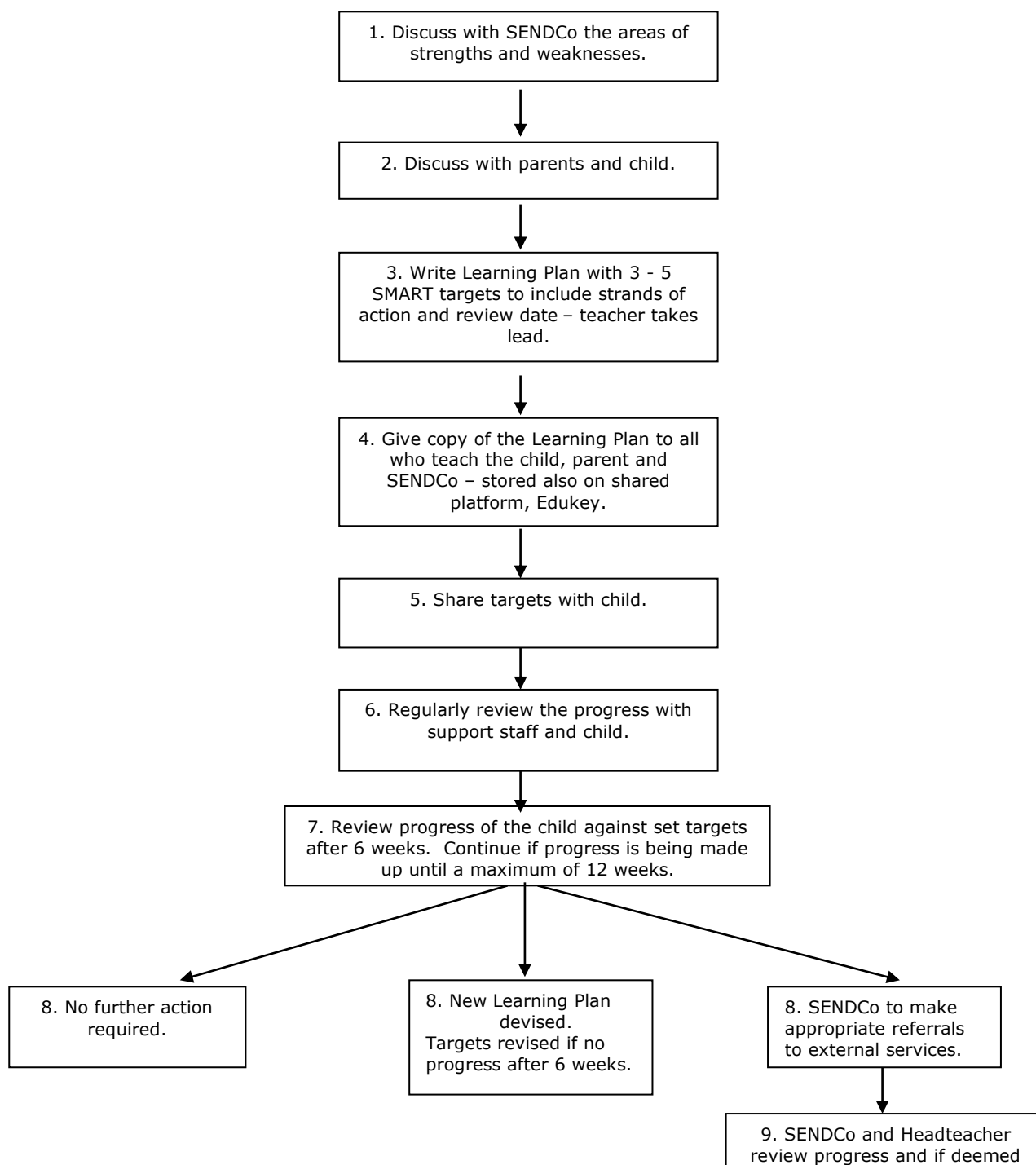
- their performance monitored by the teacher as part of ongoing observation and formative assessment

- 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 staff working with the child in the school community
- 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 with SEND, 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 SENDCo/Teaching Assistant about the action that needs to be taken.

School Support



The Engagement Model

The engagement model is an assessment tool that helps the school to support pupils who are working below the level of the national curriculum and who are not engaged in subject-specific study. The model has 5 areas: exploration, realisation, anticipation, persistence and initiation. Parents are informed if the school decides that using this model to assess their child will be beneficial.

Strands of action to meet SEND

Graduated Approach of:

- Assess, Plan, Do, Review
- Grouping for teaching purposes
- Additional human resources if deemed appropriate through discussion, collaboration with professionals and Local Authority SEND officer(s)
- Curriculum and teaching strategies adapted through Quality First Teaching

Assessment and Planning

- Both formative and summative assessments by the class teacher and the use of standardised tests
- Individual 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/SEMH & Inclusion) 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 liaison from SENDCo in terms of planning for EHCP outcomes
- Child supported in the classroom with targeted support provided by Teacher, HLTA or TA, as applicable
- Support for Learning Services (SfL), Educational Psychologist and/or specialist advisors from Autism Services (AS), the SEMH and Inclusion Team, Emotional Based School Avoidance Team (EBSA), Berkshire Consortium Service (BSC), Child and Adolescent Mental Health Service (CAMHS), Children, Young People and Families Services (CYPF) may be involved in providing specific advice and strategies.
- Speech and language therapists via SaLT in Schools service, providing individual and small group support and training
- Shared best practice throughout the school
- Programme of consolidation of interventions for optimal use of resources

Curriculum and teaching methods

- Emphasis on differentiation for curriculum access. May be some specific reinforcement or skill development activities in support of Individual Learning Plan targets.
- Emphasis on increasing differentiation/personalisation 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 their Individual Learning Plan.

- An Individual Learning Plan is written using the EDUKEY platform
- The Learning Plan is discussed, accessed online by the parent/guardian and shared with the child
- The plan will focus on up to 3 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 SENDCo and to all those who are working with the child
- An impact review of the learning plan will take place after 6 weeks. If a child is making progress against the targets then the plan will continue for another 6 weeks. If not, the targets will be amended or an alternative will be implemented
- 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 SENDCo and TA (where appropriate)
- The new Individual 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 with specialists when action is taken on behalf of the child. Specialists may be involved at an earlier stage in very early identification of SEND and in advising the school on effective provision designed to prevent the development of more significant needs. This will be completed in collaboration with parent/carers.

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 challenges, 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 visits 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 Individual Learning Plan should set out fresh strategies for supporting the child's progress.

Education Health and Care Plans (EHCP)

An Education Health and 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 child 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 a child's additional needs, which may result in an EHCP, the following should be provided:

- The school's action through school support and external services
- Individual Learning Plans for the child
- Records of regular reviews and their outcomes (termly provision map updates)
- 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
- 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 (2015). The SEND Code of Practice

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 with other settings, in addition to those with 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 SEND

Monitoring and self-evaluation will be undertaken through:

- Individual Learning Plans monitored by the class teacher/SENDCo
- 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 board

Funding

Funding for any additional resource is a matter that is managed through direct liaison between the school and the Local Authority. The process of EHCP applications and Annual Reviews (should an EHCP be in place), is where funding is reviewed and allocated. The school aims to work collaboratively with the Local Authority and SEND officers(s) in order to appropriately implement support for pupils.

Inclusion Charter



We always:

- Recognise each child is individual
- Endeavour to meet the needs of each pupil
- Welcome discussion around child-centred engagement
- Embrace positive partnership working around the child
- Adapt as reasonable and necessary to cater for needs
- Encourage curiosity
- Embed values to all
- Believe that equity gives individuals what they need to succeed
- Care and deliver to optimise outcomes for all
- Celebrate diversity

We do this by:

- Encouraging pupil voice and ensuring everyone has a platform to express themselves and is heard
- Empowering pupils to question
- Using Boxall data to explore areas for development
- Implementing and assessing the impact of interventions
- Developing the approach to embedding values into the ethos of the classroom
- Building mutually trusting and positive relationships
- Communicating and working collaboratively across resources
- A flexible approach to recognise and celebrate differences
- Promoting and encouraging parent partnership working

We apply the use of:

- Boxall programme each term for those on SEND register and as necessary for pupils who demonstrate they would benefit from [further] intervention
- Zones of Regulation for empowering children and building their self-awareness and strategies to apply as they develop emotional literacy
- ELSA programme for those who need additional emotional support
- Play therapy
- The Nest lunchtime resource
- An approach that works to embed understanding of values within the culture of the school
- 6 principles of nurture

We measure success through:

- Reviewing pupil progress data academically
- Reviewing Boxall progress data and reviewing impact of interventions
- Reviewing Learning plans at 6 and 12 weeks to assess impact
- Reviewing any Behaviour Support Plans at 6 and 12 weeks to assess impact
- Pupil progress meetings
- Observations
- Collaboration with external agencies where necessary (eg SEMH and Inclusion, Educational Psychologist, SALT, OT, Support for Learning, Local Authority SEN officers, Annual Reviews [for EHCP])
- Engagement in partnership working with classroom teams and parents