

Maidensbridge Primary School



Special Educational Needs and Disabilities Policy

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Special Educational Needs and Disabilities Policy

1. Aims of the SEND Policy

Our vision at Maidensbridge Primary School, is to provide every pupil with access to a broad and balanced education, to ensure that the needs of all pupils are met and to raise the aspirations and expectations of all pupils with SEND. This includes the delivery of the National Curriculum (2014) in line with the SEND Code of Practice (January 2015).

Our SEN Policy and SEND Information Report aims to:

- Set out how our school will support and make provision for pupils with SEND.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

2. Objectives

- Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively completed by gathering information from parents and/ carers, health care services, education and early years settings prior to the child's entry into school life.
- The progress of all pupils will be closely monitored to support the identification of pupils with SEND and ensure that they are able to reach their full potential.
- Ensure that pupils with SEND have full access to the National Curriculum and make appropriate provision for them to overcome barriers to learning.
- To work in partnership with parents and/ carers to develop a greater understanding of the pupil and involve them in each stage of their education. This partnership includes providing regular updates on their progress and supporting their understanding of SEND procedures and practices.
- To develop a good working relationship with outside agencies.
- To create a learning environment that enables pupils to contribute to their own learning. Participation in wider aspects of school life should be facilitated and pupils should feel safe to voice their personal opinions.

3. Legislation and Guidance

This policy and the SEND Information Report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibility for pupils with SEN and disabilities.

- The Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCO's) and the SEND Information Report.

4. Definition of Special Educational Needs

At different times in their school career, a child or young person may have a special educational need.

The Special Educational Needs and Disabilities Code of Practice (January 2015) defines Special Educational Needs and Disabilities (SEND) as:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a person has a learning difficulty or disability if they:

- *Have a significantly greater difficulty in learning than the majority of others of the same age or,*
- *Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools."*

The Equality Act 2010 definition of disability is:

"A person has a disability for the purpose of this Act if(s) he has a physical or mental impairment which has a substantial and long-term adverse on his ability to carry out normal day-to-day activities."

If a learner is identified as having SEND, the provision offered by our mainstream school will be 'additional to or different from' the normal differentiated curriculum generally available to pupils of the same age.

5. Specific Roles and Responsibilities for SEND

5.1 The Role of the Special Educational Needs and Disabilities Co-ordinator's (SENDCo)

The SENCo's are **Mrs Katie Thomas, Mrs Rachael Nicholls(KS1) and Mr James Brookes(KS2).**

The SENCo will:

- Work with the Headteacher and SEN Governor to determine the strategic development of the SEN Policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN Policy and the co-ordination of specific provision to support individual pupils with SEN, including those who have EHC Plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and quality first teaching.
- Advise on the Graduated Approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively.

- Be the point of contact for external agencies.
- Liaise with the potential next education providers to ensure that pupils and, their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

5.2 The Role of the SEN Governor

The SEN Governor is **Mrs Christine Quinton**.

The SEN Governor will:

- Help to raise awareness of SEN issues at Governing Body Meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Governing Body with this.
- Work with the Headteacher and SENCo to determine the strategic development of the SEN Policy and provision within school.

5.3 The Role of the Headteacher

The Headteacher is **Mrs Katie Thomas**.

The Headteacher will:

- Work with the SENCos and SEN Governor to determine the strategic development of the SEN Policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/ or a disability.

5.3 The Role of Class Teachers

Each class teacher is accountable and responsible for:

- The progress and development of every pupil in their class.
- Working closely with any Teaching Assistants or Specialist Staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow the SEN policy.

6. SEN Provision

Our school currently provides additional and/ or different provision for a range of needs, including:

- Communication and Interaction, for example, Autistic Spectrum Disorder (ASD) and Speech and Language Difficulties.
- Cognition and Learning, for example, Dyslexia and Dyspraxia.
- Social, Emotional and Mental Health Difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD).
- Sensory and/ or Physical Needs, for example, visual and hearing impairments, processing difficulties and Epilepsy.

7. Identification of SEND and assessing their needs

Pupil's current skills and levels of attainment will be assessed on-entry to school. We aim to identify pupil's with SEND as early as possible through a range of strategies including:

- Transition Meetings with previous educational settings and Home Visits.
- Concerns from parents and/ carers.
- Staff identification of pupils causing concern.
- Pupil progress meetings.
- Referrals or concerns from outside agencies.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Identification may include progress in areas other than attainment, for example, social needs.

Within school, pupils with SEND are identified on the school SEND Register to ensure that their needs are routinely planned for during Provision Mapping Meetings. As a pupil progresses and they no longer require SEN provision, they may be removed from the SEND register.

There are other factors which impact upon progress and attainment. These factors include:

- Disability (The Code of Practice outlines the 'reasonable adjustment' duty of all schools under the current Disability Equality Legislation-These alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- EAL

- Looked After Child
- Being in receipt of Pupil Premium
- Being a child of a Serviceman/woman

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. This information will be used to determine the support required and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

8. Consulting and involving Pupils and Parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Records of consultation meetings with pupils and parents will be added to the pupil's provision map.

9. A Graduated Approach to SEN Support

9.1. Quality First Teaching

At Maidensbridge, we believe that all teachers are expected to deliver high quality teaching that is differentiated and personalised to meet the individual needs of children. Teachers will make the following adaptations to ensure all pupil's needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style and content of the lesson.
- Adapting our resources and staffing.
- Differentiating our teaching for example, giving longer processing times, pre-teaching of key vocabulary and reading instructions aloud.
- Using recommended aids, such as laptops, coloured overlays, visual timetables and larger fonts.

9.2. SEND Support

Some children need educational provision that is additional to or different from that made generally available to other children. Where it is determined that a pupil does have SEND, parents and/ carers will be formally advised of this and inclusion on the SEND Register will be recommended. The aim of formally identifying a pupil with SEND is to ensure that effective provision is available for the pupil and that barriers to learning are removed.

The Process of SEND Support

SEN Support will arise from a four part **Graduated Approach** cycle of which, the child and family are at the heart of. The four stages of the cycle are: Assess, Plan, Do and Review. This ongoing cycle enables the provision to be refined and revised as the understanding of the needs of the pupil grows. This approach supports the identification of interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves analysing the pupil's needs, incorporating the class teacher's assessment of concerns, previous progress and attainment and where appropriate, the views of parents and/ or carers and the pupil.

Barriers to learning should be clearly identified and any support or intervention carefully planned and evaluated to ensure those barriers are reduced or removed.

Plan

Planning will involve consultation between the teacher, SENCO and parents and/ carers to agree the adjustments, interventions, individual or group support that are required and the expected outcomes.

Where external agencies are involved their advice and support will be sought and their recommendations implemented when planning appropriate support and provision. This aspect of the process will take place at **Provision Mapping Meetings**.

All those working with the pupil will be informed of the individual needs, the planned support and any advised teaching strategies and approaches that need to be used.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even when interventions may involve group or one-to-one support away from them.

The class teacher will work closely with Teaching Assistants to plan and assess the impact of allocated support and interventions. Additional support and advice will be available from the SENCo.

Review

A formal review of a pupil's progress will take place each term. The review process will evaluate the impact and quality of the support and interventions.

The SENCo, in conjunction with the class teacher will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments for the next cycle of SEND Support in consultation with the parents and/ or carers and the pupil.

10. Referral for an Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties affecting their education a referral may be made for an Education, Health and Care Plan. The process may occur where the complexity of need or a lack of clarity around the needs of the child are such, that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents and/ carers
- The pupil
- Teachers
- Teaching Assistants
- Social Care
- Educational Psychologists
- Health Professionals.

Information will be gathered relating to the impact of current provision provided and consideration of the action points already taken.

A decision will be made by a group of people representing appropriate agencies (e.g. education, health and social care services) about whether the child is eligible for an EHCP. If agreed, then the Local Authority will issue an EHCP. Once the EHCP is completed and agreed it will be kept as part of the pupil's formal record and reviewed at least annually.

The Annual Review enables provision for the pupil to be evaluated and, where appropriate, for amendments and/or changes to be made to the support provided. Parents and/ carers have the right to appeal against a decision not to initiate an assessment leading to an EHCP or against the content of the EHCP.

Further information about EHCP's can found via the **SEND Local Offer**:

<https://fis.dudley.gov.uk/localoffer> or by contacting Dudley Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) on: **01384 236677**.

11. Liaising with External Agencies

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND. The following services are accessible:

- Autism Outreach Service
- CAMHs
- Community Paediatrician
- Dudley Counselling Service
- Educational Psychology Service
- Hearing Impairment
- Learning Support Service
- Occupational Therapy
- Physical Impairments and Medical Inclusion Service

- Physiotherapy
- Social Care
- Speech and Language Therapy
- Sycamore Behaviour Team
- Visual Impairment

Referrals to these services may be completed by the SENCo in consultation and with the agreement of the parents and/ carers of the pupil.

12. Arrangements for Co-ordinating SEND Provision

SEND records linked to the Assess – Plan – Do – Review cycle are maintained for individual pupils.

All staff can access:

- The SEND Policy
- The SEND Register
- Guidance on identification of SEND in the Code of Practice
- Information on the SEND of individual pupils', including pupil profiles and provision maps.
- Practical advice, teaching strategies and information about types of SEND.
- Information available through Dudley's SEND Local Offer.

All members of staff will have complete and up-to-date information about all pupils with SEND and their requirements which will enable them to meet their individual needs.

This policy is accessible to all parents and/ carers to support the effective coordination of the school's SEND provision.

13. Admission and Inclusion Arrangements

The school follows the Local Authority Admissions procedures and does not discriminate against pupils with SEND.

At Maidensbridge Primary School, all of our extra-curricular activities and school visits are available to all of our pupils, including our Kids Club facilities. All pupils are encouraged to attend residential visits and participate in sports days, school plays and workshops. No pupil is ever excluded from taking part in these activities due to their SEN or disability.

14. Planning for Transition

Transition is part of school life for all pupils. It can be transition to a new class in school, having a new teacher or moving to another school, training or employment.

Maidensbridge Primary School is committed to working in partnership with individual pupils, families and external agencies to ensure that periods of transition are as positive and as smooth as possible. Planning for transition is part of our provision for all learners with SEND.

Transferring from another school:

- The SENCo will liaise with the SENCo at the previous school to ensure that support plans and resources are in place for the pupil.
- The SENCo will liaise with any external agencies involved with the pupil to ensure that their needs are met and that the transition process is positive.
- The pupil will be invited to visit Maidensbridge for an Induction Visit.

When moving classes in school:

- The previous teacher will share information with the new class teacher during transition meetings in July.
- The SENCo will share individual Provision Maps with the new class teacher.
- The SENCo will liaise with the pupil, class teacher, external agencies and parents and/ carers to implement a transition plan for those pupils who require one.
- Social stories or transition booklet to support transitions will be provided before the summer term induction visits.

If a child is moving to another school:

- Our SENCo will contact the SENCo at the new school to ensure that they are aware of any support plans or special arrangements that need to be made.
- The SENCo of the new school will be invited to attend any planned reviews.
- Records about the pupil will be transferred securely to the new school.

Year 6 secondary school transition:

- The Year 6 Team and SENCo will liaise with the SENCo of secondary school.
- A transition meeting might be hosted in which parents and/ or carers and secondary representatives are invited to attend.
- The pupil will have the opportunity to visit the secondary school on several occasions as part of the transition process.

15. Accessibility

The school complies with all the relevant accessibility requirements. Please see the school **Accessibility Plan** for further information.

16. Complaints about SEND Provision

A staged complaint procedure is in place here at Maidensbridge Primary School and, should be followed in relation of the complaints about SEND provision. Further information and documentation can be downloading from the school website at the following address:

<http://www.maidens.dudley.sch.uk/keyinfo>

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make an alleged discrimination claim regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments.

17. The Policy

This policy will be reviewed by the SENCO every year. It will also be updated if any changes are made during the year.

The policy will be approved by the Governing Body.

18. Links with other policies and documents

This policy links to the following policies:

- Accessibility Plan
- Behaviour
- Confidentiality
- GDPR
- Intimate Care
- Safeguarding and Child Protection
- Supporting Pupils with Medical Conditions

Signed (Head teacher): _____ **Date:** _____

Signed (Governor): _____ **Date:** _____