

Meersbrook Bank



Community Primary School

Special Educational Needs & Disability (SEND) Policy

May 2022

Revision History

| Date | Changes made | Author(s) |
|---------------|---|----------------|
| Nov 2018 | | A. Hinchcliffe |
| April 2021 | <ul style="list-style-type: none">• Updated information about My Plans and EHCP process• Added transition information• Updated staffing details following changes to leadership | B. Marriott |
| February 2022 | | L. Bussey |

Approval History

| Date | Committee | Minute No. |
|---------|-----------------------------------|------------|
| 10/6/21 | Safeguarding & Premises Committee | 7.2 |

Review: This policy will be due for renewal in 1 year

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| Date due for renewal |
| May 2023 |

1. Introduction

At Meersbrook Bank Primary School we are committed to providing a broad and balanced academic and social curriculum which is accessible to all. As part of our commitment to equal opportunities we ensure that all children, including those with SEND are included within all aspects of school life and feel fully part of our school community.

2. Aims

This policy aims to:

- Raise the aspirations and expectations of all children with SEND
- Ensure early and accurate identification of children with SEND
- Ensure that all children receive an enriching school experience that meets their individual needs
- Improve the outcomes for children with SEND
- Promote the development of self-confidence and self-esteem in all children
- Identify the roles and responsibilities of staff in providing for children's special educational needs.
- Ensure parents and families are able to play their part in supporting their child's development

This policy has been provided in accordance with the Children and Families Act 2014, SEND Code of Practice 2014 and Equality Act 2010

3. Definition of SEND

As recognised in the SEND Code of Practice, "a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she "Has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions".

The Code of Practice (2014, updated January 2015) makes clear the four broad areas of Special Educational Need and these are:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

It is important to recognise that a child's needs may fall into more than one category and may change over time.

4. Roles and responsibilities

SENCO

The Special Educational Needs Co-ordinator is Lisa Bussey.

The SENCO:

- Oversees the day to day operation of the school's SEND policy.
- Regularly monitors all pupils' current attainment levels to ensure the early discovery of any unidentified special educational needs.
- Ensures all SEND pupils have equality of access to the full school curriculum.
- Ensures adequate provision is made for SEND within the budgetary constraints of available finance.
- Oversees the records of all children with SEND.
- Liaises with and advises teaching staff.
- Monitors the progress of pupils with SEND and adjusts provision accordingly.
- Addresses any training needs relevant to staff working with children within the school.
- Liaises with external agencies.

Teachers and Support Staff

All teachers are teachers of pupils with SEND and are therefore responsible for ensuring that all children's needs are met through appropriate planning and provision within the classroom. This may include making use of specific resources and strategies. Additional targeted interventions may supplement high quality first teaching to address specific areas of difficulty.

Head Teacher

The Head Teacher (Gemma Harvey) is responsible for ensuring that the Special Needs provision meets statutory requirements.

Governing Board

The Governing Board has due regard to the SEN Code of Practice (2014) when carrying out its duties towards all pupils with SEND. The named governor identified to have specific oversight of the school's SEND provision is Kirsten Johnson. The identified governor will ensure all governors are aware of the school's SEND provision.

4. Identification, Assessment and Provision

We recognise the importance of early identification for children with SEND in order to provide the best possible provision and improve the outcomes for those pupils. The continuous cycle of planning, teaching and assessing takes into account the wide range of abilities, aptitudes and interests of the children within our school. Any pupils who are falling significantly outside of the range of expected academic achievement will be monitored. Initial concerns may be expressed by staff and/or parents. Concerns are documented, carefully monitored and reviewed.

The needs of pupils are assessed considering:

- Classroom assessments, both formative and summative
- Social skills and emotional wellbeing
- Concerns raised by the child, parents, outside agencies

The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's progression and enable the teacher to better understand the provision and teaching style that needs to be applied. If progress is less than the expected rate the class teacher will seek advice and implement provision that is additional to and different from the school's usual differentiated curriculum.

This additional support for children, who do not have Educational Health Care Plans, is called SEN Support and these children will be on the school SEND register.

SEND Support

When a child is identified as having SEND we take action to remove the barriers to learning for that child. We take a graduated approach to Special Educational Provision using the Assess – Plan – Do – Review cycle. Quality first teaching within the classroom is a main priority. The class teacher will make use of available classroom and school resources to support pupils' individual needs, including:

- A differentiated curriculum and a flexible approach to learning.
- One to one small group, individual and in class support.
- Targeted interventions
- Social, emotional and wellbeing support
- Information and training for subject teachers and support staff.

All children on the SEND register will have a support plan which is written by the class teacher with support from the SENCO. The support plan is a working document that is updated regularly to show the individual targets and steps of progress for each child. Achievable outcomes are agreed by teaching staff, SENCO, parents and the child and these are then reviewed termly. These review meetings ensure that the outcomes, strategies and progress are understood and agreed by everyone involved with the child. These may be led by the school SENCO and may also be attended by other agencies who are involved with the pupil. The paperwork from these meetings will be shared with the relevant teaching staff and parents will receive a copy for their own records.

A child will be considered for removal from the SEND register where sustained good progress is made. For example if:

- The attainment gap has been sufficiently closed between the child and their peers.
- A child's wider development and/or social needs have improved and the progress in the targeted area is considered to be sustained.
- SEND support is no longer required to ensure that progress is sustained.

Behaviour Plans

We believe that behaviour is a child's way of communicating their needs. If children need additional support which is linked to these displayed behaviours we capture this in a Behaviour Plan. This identifies known and potential triggers and possible supportive measures which may be put in place. These adaptations are child specific and link to individual needs at that point in time.

'My Plans'

If children need additional support and are continuing to make less than expected progress at SEN Support, they then may move to having a My Plan. This document includes more information from a range of external agencies and has more input from the family. It is also reviewed termly and follows the same review cycle as support plans. Some children will remain on the My Plan and use this as a stand-alone document and some children will use the My Plan as part of a request to assess for an EHCP. For this to happen the My Plan will have been taken to a locality panel of SENCOs and SEND professionals to ensure that all relevant information and provision is in place before moving to the next step of applying for an EHCP.

Education and Health Care (EHC) Plans

An application for an EHC Plan assessment may be considered when all stakeholders feel that a mainstream education no longer meets the needs of the individual child and a statutory document to outline need is appropriate. This would be done following input and advice from the Educational Psychology service and/or

other professionals. For children who require additional provision, extra funding may also be requested through the Locality funding panel.

The process for a new EHC Plan will take up to 20 weeks from the initial request to an EHC Plan being issued. The Local Authority SEN Team will decide whether or not to issue an EHC Plan using further documentation and input from a range of health and care professionals as appropriate. If a child has an EHC Plan issued they will then have formal annual reviews to review their outcomes and progress. The class teacher will also write a SEN support plan for that child to meet the objectives set in their EHC Plan which can then be reviewed termly.

Children with English as an Additional Language (EAL)

Children who have English as an Additional Language need their progress to be monitored carefully across all aspects of their learning. This is to identify correctly whether difficulties are as a result of learning English as an additional language or if they are a result of SEND. Difficulties related solely to EAL are not SEND and the progress of these children will be monitored separately.

5. Working in Partnership

Pupils

We encourage pupils to take responsibility for their learning and to make decisions that are appropriate to their stage of development. It is important that children develop a good understanding of themselves and what they need whilst recognising what makes them unique and what they have to be very proud about.

Through open and supportive discussions, we encourage pupils to voice their opinions about their experience of school and to be an important part of discussions about their provision and progress. We want all pupils to leave our school feeling confident in themselves and being empowered by knowing what they need to succeed in the next stage of their education.

Parents and Carers

At Meersbrook Bank we believe that a close working relationship with parents and carers is vital in order to ensure early and accurate identification of needs, to develop achievable and appropriate outcomes and to maintain effective intervention and provision.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to their child's provision. In cases where more frequent regular contact with parents is necessary, this will be arranged with the SENCO based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority services where specific advice, guidance and support may be required.

If parents are unable to attend review meetings we can hold discussions on the phone and send home relevant paperwork. An opportunity is always provided for parents to share their opinions and feelings and we value the detailed knowledge that parents have about their child and what their child may need. We encourage parents to support us by helping their children to achieve their targets.

External Agencies

Where appropriate we may refer for additional support from external agencies. Parents/carers are always fully involved in this process. We have many positive links with a range of outside agencies to support the development of pupils in our school. These include:

- Speech & Language Therapy Team
- Educational Psychologist
- Learning Support

- Occupational Health
- Multi-Agency Support Team
- Autism Team
- SEND 0-5 Team
- School Health Team

Transition

A smooth transition into school, between year groups and on to secondary school is particularly important for children with SEND. The SENCO ensures that all relevant information is shared with the necessary teaching staff and agencies and ensures that measures are put in place to support children throughout the transition period.

7. Supporting Pupils with Medical Conditions

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. Some children will have an Education, Health and Care plan (EHC) which brings together health and social care needs, as well as their special educational provision. Other children may have a Healthcare Plan in school which operates alongside their SEN Support Plan. Arrangements are made in school to support pupils with medical conditions as needed, including the training of staff. For further information, please see the school's policy on managing medical conditions.

8. Monitoring and Evaluation

This policy will be reviewed annually in order to ensure:

- That necessary provision is made for pupils with SEND
- That teachers understand the importance of providing for the needs of SEND children in their class.
- That parents are kept informed about the progress of their pupils.
- That parents are involved and notified of decisions made by the school regarding SEN.
- That there is a consistency of approach across school

Complaints

If parents have concerns that their child with SEND is having significant difficulties or not making progress, we encourage talking to the class teacher in the first instance. The class teacher will be able to discuss and additional strategies in class and share progress information. If parents want to discuss this further, please contact the SENCO to do so. The School's complaints policy is also on the website and this can be followed to make a formal complaint. In the first instance we would always encourage discussions with the class teacher, SENCO and Headteacher to resolve any issues or concerns.