

Malmesbury Primary School



Malmesbury

Primary & Nursery School

Special Educational Needs Policy

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Committee responsible	FGB
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Signed (Chair of Governors)	
Signed (Headteacher)	

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice September 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework document September 2013
- Teachers' Standards 2012
- Children and Families Act 2014

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1. Aims

“Every teacher is a teacher of SEN” These aims are in line with the National Curriculum and the Special Educational Needs Code of Practice 2014. We aim:

- To reach high levels of achievement and progress for all
- To create an environment that meets the special educational needs of each child
- To ensure that the special educational needs of children are identified, assessed and provided for as early as possible in their school career
- To enable all children to have full access to all areas of the school curriculum and school life

2. Objectives

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and other settings prior to the child's entry into the school.
- **Continually monitor the progress of SEN pupils** in order to enable the most effective deployment of resources to **address barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCO and the Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Speech and Language Therapy, Children and Adolescent Mental Health Service CAMHS, LBL Team and Virtual Behaviour Support Team.

3. Roles and Responsibility for the coordination of SEN provision

Contact for any of these people can be made through the school office. The person responsible for overseeing the provision for children with SEN is Mr Donegan, the Headteacher. The person co-ordinating the day to day provision of education for pupils with SEN is Mr Stephen Conroy, SENCO. The role of the SEN governor is:

- Use best endeavours in exercising their functions to ensure that the necessary special education provision is made for any pupil who has SEN
- Ensure the efficient use of resources to enable pupils with SEN to join in the everyday activities of the school together with children without SEN.
- Ensure compliance with the SEN Code of Practice 2014 when carrying out their duties towards all pupils with SEN

4. Arrangements for coordinating SEN provision

The SENCO holds details of the SEN register. The class teacher will hold records for individual children including Individual Education Plans (IEPs) and any advice from other professionals. Support is deployed on a needs led basis and is reviewed half termly in discussion with the SENCO, class teacher, subject leaders and the Senior Leadership Team. Interventions and Teaching Assistant support are adjusted following these meetings and if necessary advice from other professionals is sought.

5. Specialist SEN provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary. We have specialist teachers for English and maths with a team of teaching assistants trained to deliver interventions as needed. We also have an Emotional Literacy Support Assistant to help children with their mental wellbeing.

6. Facilities for pupils with SEN

As a school we comply with all relevant accessibility requirements.

- Acoustic provision in some classrooms and in the hall.
- Disability access – ramps, toilet facilities, changing and car parking.
- Access to the curriculum and assistance during assessments if requested.

All schools have a duty to make reasonable adjustments in accordance with current Disability Legislation.

7. Supporting Children with SEND – An inclusive and graduated approach to support

All pupils with SEND will have access to funding from the school's budget. For those with the most complex needs, additional funding is retained by the local authority. This is accessed through panels, which are administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this high-needs funding. The SENDCO will refer individual applications to the panels.

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We understand that many pupils, at some time in their school life, may experience difficulties affecting their learning, and we recognise that these may be long or short term. At Malmesbury Primary School, we aim to identify problems as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. Any of the following can trigger a concern:

- Parent/carer concerns
- Child's views
- Class teacher
- Widening gap or failure to close a gap between self and majority of peers
- Feedback from other professionals
- Records transferred from another school
- Base line and on-going assessments
- Pupil tracking

Pupils at Malmesbury Primary School have equal access to all curricular and extra-curricular activities so that all our children have an equal opportunity to succeed. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom e.g. school trips. The school will seek advice, as appropriate, from external support services to ensure every child with SEND is included.

There are **four broad areas of special educational need**. These areas are to help the school identify and provide for needs rather than to label a child or put them in a particular category. The needs of the child will be identified with consideration of the 'whole child' not just their special educational needs.

Communication and Interaction: This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

Cognition and Learning: This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or such as dyslexia, dyscalculia, dysgraphia, dyspraxia or attention deficit hyperactivity disorder.

Social, Mental and Emotional Health: This includes children who may be withdrawn, isolated, anxious or even depressed.

Sensory and/or Physical Needs: This includes children with sensory, multi-sensory and physical difficulties.

Quality First Teaching is an entitlement for every child.

The SEND Code of Practice (2015) set out that it is the education providers responsibility to ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.

Teachers must:

- set goals and outcomes that stretch and challenge learners of all backgrounds, abilities and needs
- be accountable for the attainment, progress and outcomes for all learners
- be aware of the learner's capabilities and prior knowledge and plan teaching to build on these
- demonstrate an awareness of the holistic development of learners at different stages of development
- have a clear understanding of the needs of all learners, including those with special educational needs; exceptional abilities; English as an additional language; disabilities and be able to use and evaluate distinctive evidence-based teaching approaches to engage and support their holistic development.

In accordance with this, at Malmesbury Primary School children who are falling behind their peers and therefore causing concern, will be monitored by teachers and supported with school resources. Assessment for learning, attention to learning styles, preparatory and over-teaching will resolve many issues for learners. High quality teaching differentiated for individuals is the first step in responding to pupils who may have SEN. The school regularly and systematically reviews the teaching for all pupils, including those at risk of underachievement. Where progress for any child is inadequate, the school will make provision that is additional to and different from that provided as part of the usual differentiated curriculum offer, to enable the pupil to learn more effectively and therefore to make expected progress.

A programme of work is ongoing to ensure that the school's provision for our SEN pupils is aligned with Merton Local Authority's recently published Ordinarily Available Guidance (<https://www.merton.gov.uk/education-and-learning/special-educational-needs-and-disabilities/ordinarily-available-guidance>), which outlines the setting based interventions and services that all Merton schools, early years and post 16 settings should be able to provide for children/young people, including those with Special Educational Needs and Disabilities (SEND), from within their own resources. At our school, the SENCO and the Senior Leadership Team have completed a programme of work to review this guidance, evaluate our provision against it and have put in place an action plan to address any gaps identified.

SEN Support

Where it is determined that a child does have SEN, parents will be formally advised of this and the child will be added to the school's SEN register. The class teacher will write an IEP that will be shared with parents and the child, if additional advice is needed a referral will be made to an external agency. The

aim of formally identifying a pupil with SEN is to enable the school to put in place effective provision is put in place to support the child.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will 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. Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision on whether the child is eligible for an EHCP will be made by a panel of individuals drawn from the education, health and social care sectors and headed by the Borough's SEN team. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Working in partnerships with parents

Malmesbury Primary School believes that a close working relationship with parents is vital in order to ensure that:

- early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- continuing social and academic progress of children with SEN
- targets are set and met effectively

In cases where more frequent contact with parents is necessary, it will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required. 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 the provision for their child. For more information see our school local offer (SEN Information Report) which is located on our website, under the Inclusion tab. The local authority's local offer is published and can be found on their website. Parents can also access support from the Merton Parent Partnership Service who aim to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child's special educational needs. See their website <https://cyp.iassnetwork.org.uk/service/merton-send-information-advice-and-support-service/> for more information. Other information for parents is available from Merton and Sutton's local offers: Merton: <https://directories.merton.gov.uk/kb5/merton/directory/localoffer.page?localofferchannel=0> Sutton: <https://www.sutton.gov.uk/sutton-s-local-offer>

Links with other agencies and voluntary organisations

We access support from outside agencies to aid the inclusion of pupils with SEN and to help families deal with the needs of their children at home through strong networking and partnerships. The school has built strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil, this will then be brought to the attention of the SENCO and the child's parents. In turn, Malmesbury Primary School invites and seeks advice and support from external agencies to aid the identification and assessment of, and provision for, children with SEN. The SENCO is the designated person responsible for liaising with the external services, including:

- SEN inclusion Service (Early Years Foundation Stage)
- Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Occupational Therapy Services

- Other Specialist Outreach Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

Preparing SEN children for their next steps.

When changing year, transition meetings are held at the end of the academic year enabling teachers to share information, both academic and social/emotional, ensuring that staff have a clear insight into the needs of pupils who will be under their care during the next academic year.

Where a child changes school, discussions are held with the school's new setting to ensure a smooth transition. If necessary, transition programmes are developed and implemented with other schools and external agencies to help the child settle in their new setting.

Children transferring to secondary provision have a planned transition programme. Less confident children are accompanied to the new school by staff from Malmesbury for a planned programme of additional induction. The SENCO liaises with the new school and records are passed on.

Children entering school have the opportunity to attend sessions prior to starting school. Parents meet staff and pass on information relevant to the development of their child. If appropriate pre-school providers and parents meet with the SENCO in order to ensure that the appropriate level of support is in place.

Throughout their time with us, we encourage our SEN children's independence by, for example:

- using Home School Diaries, enabling them to manage their learning;
- taking them on school trips where we always use public transport. In Year 6, SEN children we also be invited to attend a residential trip with their classmates; and
- inviting them to attend a host of extra-curricular clubs.

8. Evaluating the success of provision

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. Quality of teaching is monitored through lesson observations, learning walks, book-scrutiny and pupil interview. Interventions are evaluated for their effectiveness and value for money.

9. Important Exceptions to SEN provision

Children must not be regarded as having a learning difficulty solely because of the language or form of language of their home is different from the language in which they will be taught. Children with poor behaviour, looked after children, poor attendees or those with medical need, for example, will not necessarily be considered as having special educational needs. There may be a range of considerations that impact on progress and attainment but these, in isolation, are not SEN issues.

10. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCO, who will be able to advise on formal procedures for complaint.

11. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. We recognise the need to train all our staff on SEN issues, keeping a log of training completed, and we have funding available to support this professional development.

12. Admission arrangements

The Local Authority is the admitting authority for Malmesbury Primary School.