



MICKLEOVER PRIMARY SCHOOL

Name of Policy: Special Educational Needs and Disability (SEND)

Date of Policy: February 2016

Member of Staff responsible: Mrs N Goozée

Review date: February 2017

Signature: _____ **Chair of Governors**

Date Approved: _____

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SPECIAL EDUCATIONAL NEEDS and Disability (SEND) POLICY

STATEMENT OF INTENT

We, at Mickleover Primary School, put the important values of care, tolerance and respect for every child at the centre of our teaching. We, as a staff, recognise that every child is a unique individual, each with his or her own educational, emotional, behavioural and social needs. We aim to foster a happy family environment where children feel accepted and are comfortable and relaxed enough to express their feelings and to reach their full academic potential. Our primary aim is to integrate pupils with Special Educational Needs and Disabilities (SEND) into the academic and social life of the school so that they feel enabled to work to their full potential.

THE SEND AIMS OF THE SCHOOL

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To ensure that SEND pupils take as full a part as possible in all school activities
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

At Mickleover Primary School, the Special Educational Needs Co-ordinator (SENCO) has developed the SEND policy in consultation with the Headteacher, Mrs L Gerver, and the governor with responsibility for special needs, Mr G Buckeridge. We believe that, whilst many factors contribute to the range of difficulties experienced by some children, much can be done to overcome them through parents, teachers and pupils working together.



IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

A child or young person is identified as having SEND if he or she has 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 he or she:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age,
- Or
- (b) has a disability which prevents or hinders 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.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Identifying and assessing SEN for children whose first language is not English requires particular care. Practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.

SEND Code of Practice January 2015

SPECIAL EDUCATIONAL PROVISION

Where a child has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the facilities in the setting and requires special educational provision, the setting should make that provision. Special educational provision should be matched to the child's identified SEND. Children's special educational needs are generally thought of in the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Individual children often have needs that cut across all these areas and their needs may change over time.



Mickleover Primary School will have due regard for the *Special Needs and Disability Code of Practice (2015)* and the *Children and Families Bill (2013)* when carrying out their duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

STAFFING

The SEND team at the school is:

- Mrs N Goozée (SENCO)
- Mrs H Coyle (Inclusion Manager)
- Mrs L Gerver (Headteacher)
- Mr G Buckeridge (Chair of Governors and governor with responsibility for SEND)

ADMISSIONS

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, in that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission'.

INCLUSION

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a broad and balanced curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

EVALUATING THE SUCCESS OF OUR SEND POLICY

In evaluating the success of this policy, the views of the following will be considered:

- Teachers
- Parents
- Pupils
- External professionals

Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting Provision Plan (PP) targets
- Use of standardised tests
- Evidence generated from Provision Plan review meetings

ALLOCATION OF RESOURCES

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.



IDENTIFICATION, ASSESSMENT AND PROVISION

At Mickleover Primary School we have adopted a whole-school approach to our SEND policy and practice. Pupils identified as having SEND are, as far as practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school. The SEND Code of Practice 2015 makes it clear that all teachers are teachers of pupils with Special Educational needs.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Formative assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision.

EARLY IDENTIFICATION

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation / assessment.
- Their attainment of age related expectations in the core curriculum areas of numeracy, reading and writing.
- Standardised screening or assessment tools.

Appropriate assessment tools are also used, such as

- Screening / diagnostic tests
- Reports or observations
- Records from feeder schools, etc
- Information from parents
- Standardised test scores
- Pupil portfolios

At Mickleover Primary School we have access to the following assessment tools:

- Spar Spelling Test
- Renfrew language tests (word naming and grammar)
- Salford Reading Test
- Lucid dyslexia screening test
- Quest diagnostic screening test.
- Test of Phonological Awareness
- Launch the Lifeboat programme (for Specific Learning Difficulties)
- Records from feeder schools, etc.
- Information from parents
- End of Key Stage assessment results



Where concerns regarding a child's progress are raised, the class teacher will complete and maintain an initial concerns checklist to highlight the child's strengths and weaknesses. This form will also be used to record differentiation of work and intervention put in place to help the child to make progress.

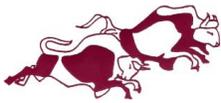
SEND PROVISION

On entry to the school, which is at the Foundation Stage, each child's attainment will be assessed, using Early Learning Goals. This will help to inform the school of a child's aptitudes, abilities and attainments, and will be used to improve continuity in learning when he/she transfers from The Foundation Stage to Key Stage 1, etc. The records provided help the school to plan and implement appropriate differentiated learning programmes. For pupils with identified SEND the SENCO/class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach

Induction procedures for children with SEND joining Mickleover Primary School after the Foundation Stage:

- SENCO will gather all known information about the child and establish a SEND folder.
- If necessary, SENCO liaises with other agencies that are involved with the child. (Community paediatrician, Speech and Language Therapy, Educational psychology, etc.)
- SENCO convenes a meeting with all involved to discuss how much support has previously been in place and how much is likely to be needed in the future.(some cases may simply be communication via telephone)
- SENCO contacts parents and discusses the child's needs and support / programmes that will be put in place, if parents were not at the initial meeting.
- SENCO and child's new class teacher (and teaching assistant - TA - if appropriate) will review any existing Provision Plan targets and will write a new Provision Plan relevant to the child's new setting.
- A 'buddy' will be introduced to the child (usually from the same class) to help him / her settle into their new school.



THE RANGE OF PROVISION

The main methods of provision by the school are:

- Full time education in classes, with additional help and support by class teacher or TA through a differentiated curriculum.
- Periods of withdrawal to work with a TA
- Support from outside agency specialists (E.g. STePs Team/Advisory teacher for children with ASD)
- Support by the Speech and Language Therapy service
- Support within small groups as part of literacy or numeracy intervention

ENGLISH AS AN ADDITIONAL LANGUAGE

Particular care will be taken with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems are arising from uncertain command of English or from Special Educational Needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

Outside agencies such 'The Access Service' will be contacted if necessary.

MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

If, after completing an Initial Concerns Checklist and monitoring provision and progress for a minimum of a term, the class teacher decides that a pupil's rate of progress is unsatisfactory, the SENCO is the first to be consulted. The SENCO and teacher will review the approaches adopted. Where support additional to that of normal class provision and/or intervention is required, a child will be placed on the SEND Register. If, after further consideration, a more sustained level of support is needed, a child will be referred to outside agencies, e.g. Community Paediatrician or Educational Psychologist. Where concerns continue, despite sustained intervention, the school will consider requesting an Education, Health Care (EHC) Needs Assessment. Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy.

The school also recognises that parents have a right to request a, EHC Needs Assessment.



RECORD KEEPING

The school will record the steps taken to meet individual pupil's needs. The SENCO will maintain the records and ensure access to them. These will be on appropriate media, and updated termly at review meetings. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health / social services
- Information from other agencies

GENERAL LEARNING DIFFICULTIES

The SEND Code of Practice defines adequate progress for pupils with General Learning Difficulties as that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is on a par with pupils starting from similar base line but less than most of peers
- Equals or improves upon the pupil's previous rate of progress
- Enjoys full curricular access
- Is satisfactory to pupils and parents

Teaching children with SEND is a whole school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils' abilities, aptitudes and interests. Some pupils may need increased levels of provision and support.

The Code of Practice advocates a graduated response to meeting pupils' needs. When pupils are identified as potentially having SEND, the school will monitor a child's progress, current provision and the differentiation in place through an Initial Concerns Checklist. If required a child will be moved to SEND Support as described below.

SEND SUPPORT

SEND Support is characterised by interventions that are different from or additional to the normal differentiated curriculum. SEND Support should be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching and provision, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional /behavioural difficulties which are not improved by behaviour management strategies
- Have sensory / physical problems, and make little or no progress despite the provision of specialist equipment



- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum
- If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

USE OF SUPPORT STAFF WITHIN SCHOOL

- There is full time TA support in each of our two foundation classes
- There is TA support in each of the KS1 classes each morning and some afternoons
- There is access to some TA support in KS2
- 3 afternoons each week are designated SEND time, when a SEND TA works with identified Key Stage 2 children
- Children with Statements of Special Educational Need or those who have been granted an Educational Health Care Plan (EHC Plan) have a designated TA according to the number of additional hours of support awarded.

NATURE OF INTERVENTION

The SENCO, in collaboration with the class teacher, will decide the action required to help the pupil progress. Based on the results of previous assessments, the action might be:

- Deployment of TA staff to work with the pupil
- Specific teacher input
- Provision of alternative learning materials / special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more efficient strategies
- Access to Local Authority (LA) support services for advice on strategies, equipment or staff training

INDIVIDUAL PROVISION PLANS

Strategies for pupils' progress will be recorded on a Provision Plan on appropriate media. The Provision Plan will identify a child's Primary Area of Need (PAN), and will detail up to a maximum of four SMART Targets (Specific, Measureable, Achievable, Realistic, Time limited). The Provision Plan will also contain information about:

- Short term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review



The Provision Plan will record only that which is different from, or additional to, the normal differentiated curriculum, and will concentrate on individual targets that closely match the pupil's needs. It will also outline the teaching strategies and provision to be made, specific support required from home, as well as the success criteria and outcomes recorded from the previous Review.

SUPPORT FROM OUTSIDE AGENCIES

Some children may require the involvement of external services, such as Speech and Language, Occupational Therapy, Behaviour Support or Educational Psychology. Children will be referred to these services, with the consent of a child's parents, by the SENCO or Inclusion Manager. If involved, external services may advise on new Provision Plan targets and provide specialist input to the support process.

Support from outside agencies will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching, provision and a sustained level of support, a pupil:

- Continues to work at levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural difficulties that often substantially impede their learning or that of the group, and this may be despite having an individualised behavioural management programme
- Has sensory or physical needs requiring additional specialist equipment or visits / advice from specialists
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support agencies will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting Provision Plan will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist teacher.

REVIEWING PROVISION PLANS

The Provision Plan will be discussed and reviewed with the pupil and the parents three times a year, (usually once each term.) We will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will be actively sought, as will the views of the child.

REQUEST FOR STATUTORY ASSESSMENT

The school will request an EHC Needs Assessment from the LA, with the aim of an Educational Health Care Plan (EHC Plan) being granted, when, despite an individualised programme of sustained intervention within SEND Support, a child remains a significant cause for concern. An EHC assessment can also be requested by a parent or outside agency. The school will pass on the following information when requesting an EHC Assessment:

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- The action followed as part of the SEND Support which the child has already received
- The pupil's Provision Plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Literacy/numeracy attainments and standardised levels
- Other relevant assessments from specialists such as Educational Psychologists or Community Paediatrician
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

An EHCP will normally be provided where, after an EHC needs assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for an EHC Assessment does not inevitably lead to an EHC Plan.

An EHC Plan will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer term objectives set out in the EHC Plan
- Of shorter term
- Established through parental / pupil consultation
- Set out in a Provision Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

REVIEWS OF EDUCATION AND HEALTH CARE PLANS

EHC Plans are reviewed annually. The SENCO will organise these reviews and invite:

- The child's parents
- The child if appropriate
- The relevant teacher(s)
- Any person the LEA considers appropriate
- Any person the SENCO considers appropriate
- Outside agencies who work with the pupil

The aim of the review will be to:

- Assess the pupil's progress in relation to the Provision Plan targets
- Review the provision made for the pupil in the context of the National Curriculum and expected progress and attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHC Plan in relation to the pupil's performance during the year, and whether to cease, continue or amend it.
- Set new targets for the coming year.

Reviews carried out when a child is in Year 5 will indicate provision required in Secondary School. At Year 6 reviews the SENCO of the transfer school will be invited to attend, in order for

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appropriate planning for the new school year to take place. It also gives parents the opportunity to liaise with Secondary colleagues.

With due regard for the time limits set out in the Code of Practice, the SENCO will write a report of the annual review meeting and SEND it, along with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend or cease an Education and Health Care Plan.

THE ROLE OF THE SENCO

The SENCO plays a crucial role in the school's SEND provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day to day operation of the policy
- Analyses and evaluates data and/or practice to positively impact on the progress of children with SEND across the school
- Co-ordinating the provision for pupils with SEND
- Liaising with and giving advice to fellow teachers and colleagues
- Meeting with new teaching members of staff to ensure an understanding of any child with SEND in their class
- Organising programmes of work for Teaching Assistants to deliver
- Overseeing pupils' records
- Liaising with parents
- Liaising with external agencies, LA support services, Health and Social Services and voluntary bodies
- Through monitoring and Provision Plan reviews, ensure programmes are being delivered and keep a provision map of intervention and input for all SEND pupils
- To meet with the governor representative to ensure the governors are kept up to date
- To organise staff Inset and staff meetings as appropriate to the needs of the school
- To ensure that Provision Plans are reviewed and completed termly with new targets set

For effective co-ordination, staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility that all teachers have in making provision for SEND pupils.
- The commitment required by staff to keep the SENCO well informed of pupils' progress.
- Mechanisms that exist to allow teachers access to information about SEND pupils (e.g. information from outside agencies, such as from Speech and Language therapy)
- What exactly constitutes 'a level of concern' and at what point Initial Concerns or SEND Support is initiated.
- The procedure by which parents are informed of this concern and the subsequent SEND provision.

THE ROLE OF THE GOVERNING BODY

The Governing Body's responsibilities to pupils with SEND include:



- Ensuring that provision of a high standard is made for SEND pupils
- Ensuring that SEND pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEND policy
- Reporting to parents on the school's SEND policy including the allocation of resources from the school's budget
- For the governor representative to liaise with the SENCO on a regular basis

THE ROLE OF THE CLASS TEACHER

The Code of Practice clearly acknowledges the importance allocated to the teacher, whereby *every teacher is a teacher of SEND*, whose responsibilities include:

- Being fully aware of the content of the SEND policy and subsequent provision for SEND pupils
- Collaborating with the SENCO to decide the action required to assist the pupil to progress
- Working with the SENCO to collect all available information on the pupil
- In collaboration with the SENCO develop Provision Plans for SEND pupils.
- Working with SEND pupils to deliver the individual programme set out in a child's Provision Plan.
- Developing constructive relationships with parents
- Being involved in the development of the school's SEND policy

THE ROLE OF THE HEADTEACHER

The Headteacher's responsibilities include:

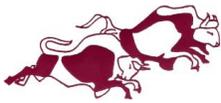
- Clear SEND induction for all new staff joining the school, to ensure time is given for liaison with the SENCO and Inclusion Manager where appropriate
- The day to day management of all aspects of the school including the SEND provision.
- Keeping the Governing Body well informed about SEND within the school.
- Working closely with the SENCO.
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

SEND INSET

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. The SENCO will liaise with staff to deliver training and information through staff meetings or on an individual basis if appropriate.

PARTNERSHIP WITH PARENTS

Mickleover Primary School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school



recognises that parents have a unique overview of their child's needs and how best to support them, and this gives them a key role in the partnership.

The school considers parents of SEND pupils as valued partners in the process. Depending on age and appropriateness, SEND pupils will also be encouraged to participate in the decision-making processes affecting them.

The School's offer and the Local Offer published online by the LA gives details of the provision and support available to Parents and children with SEND.

COMPLAINTS PROCEDURE

The school's complaints procedure is outlined in the Complaints Policy. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required. The SEND Code of Practice is available within school upon request, or on the school's learning platform, in the 'policies' section, or is downloadable via the Department for Education's website.

LINKS WITH EXTERNAL AGENCIES / ORGANISATIONS

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND pupils.

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils.

- Educational psychologists
- Medical officers
- Speech therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Special needs support teachers

In addition, important links are in place with the following organisations:

- The LA
- Specialist services
- Education Welfare Officer
- Social services
- The PTA

SEND REVIEW POLICY

The school considers the SEND policy to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice every two years. The outcomes of this review are used to inform the School Improvement Plan