

Maidensbridge Primary School



Special Educational Needs and Disabilities Policy

Date: January 2016

Review: January 2018



Special Educational Needs and Disabilities Policy

Special Educational Needs and Disabilities Co-ordinator (SENDCo) is Mrs Sarah Mason

1. 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.”*

If a learner is identified as having SEND, the provision offered by Maidensbridge will be ‘additional to or different from’ the normal differentiated curriculum and it is intended to overcome any barriers to learning.

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.”

2. Aims of the SEND Policy

At Maidensbridge, we aim to provide every pupil with access to a broad and balanced education. This includes the delivery of the National Curriculum (2014) in line with the SEND Code of Practice (January 2015).

We aim to:

- Ensure that the needs of all pupils are met.
- Raise the aspirations and expectations of all pupils with SEND.
- Provide equal opportunities for all.

3. 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 like should be facilitated and pupils should feel safe to voice their personal opinions.

4. Specific Role and Responsibilities for SEND

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

The SENDCo is responsible for ensuring that:

- The school's SEND Policy is up to date.
- The school has appropriate provision to meet the needs of all pupils.
- Ensure that necessary provision is available for pupils with SEND so they can achieve their full potential.
- Liaise with the Headteacher, class teacher, parents and/ or outside agencies and other professionals and required.

The Role of the Governing Board

The Governing Board:

- Has due regard to the statutory requirements for SEND.
- Ensures that the school has an up-to date and relevant SEND policy.
- Ensures that necessary provision is available for pupils with SEND.
- Ensures that the school liaises with parents and/ carers over the provision of SEND for their child.
- Receive reports from the SENDCo and Headteacher regarding the implementation, evaluation and outcomes of the SEND provision within the school.
- Has a named Link Governor for SEND who liaises with the SENDCo and evaluates the school's SEND provision and outcomes.

5. Identification of SEND

Pupils with SEND are identified 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.

Pupils with SEND may have needs in one or more of the following categories:

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

6. A Graduated Approach to SEN Support

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.

- Any pupils who are falling significantly outside of the range of expected academic achievement will be closely monitored.

- Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to ascertain their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENDCo will be consulted as needed for support and advice and they may wish to observe the pupil in class.
- Progress monitoring will continue for those pupils recently removed from the SEND Register.
- Parents and/ or carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The pupil is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during Target Setting Meetings.

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.

7. 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, SENDCO and parents and/ carers to agree the adjustments, interventions, support that are required and the expected outcomes.

Where external agencies are involved their advice and support will be sought and their recommendations taken into account 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 particular 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 SENDCo.

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 class teacher, in conjunction with the SENDCO 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.

8. 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**.

9. 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
- Hearing Impairment
- The Learning Support Team
- Occupational Therapy
- Physical Impairments and Medical Inclusion Service
- Physiotherapy
- Social Care
- Speech and Language Therapy
- Visual Impairments

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

10. 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.

11. Admission and Inclusion Arrangements

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

12. 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 SENDCo will liaise with the SENDCo at the previous school to ensure that support plans and resources are in place for the pupil.
- The SENDCo 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 SENDCo will share individual Provision Maps with the new class teacher.
- The SENDCo 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 SENDCo will contact the SENDCo at the new school to ensure that they are aware of any support plans or special arrangements that need to be made.
- The SENDCo 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 SENDCo will liaise with the SENDCo 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.

13. Accessibility

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

14. Complaints about SEND Provision

A staged complaint procedure is in place here at Maidensbridge 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>

15. The Policy

This policy has been written with reference to the following documentation and guidance:

- SEND Code of Practice: 0-25 Years (January 2015)
- Equality Act 2010- Advice for Schools (February 2013)
- School SEN Information Report Regulations (2014)

Signed (Head teacher): _____ Date: _____

Signed (Governor): _____ Date: _____