

Marton Manor Primary School

Policy for Special Educational Needs and Disability

See Admissions Policy, Anti-bullying policy, Attendance, Safeguarding, Equal Opportunities, Local Offer, Behaviour Policy, Pupils with medical conditions.

This policy was formulated in Autumn 2014. It was last reviewed in Summer 2020 and will be reviewed in Summer 2021.

Marton Manor Primary School has a named SENCO, Mrs Blades, who holds the Government SENCO qualification and a Raising Achievement that has responsibility for Special Educational Needs. They ensure that our Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice(2014). The local authority and other policies current within the school. We believe that all children have an equal right to a full and rounded education which will enable them to achieve all that they are capable of achieving. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

The SEN Policy is written to comply with:

the August 2014 Children and Families Act and its SEN Code of Practice Equality Act 2010.

Statutory Guidance in Supporting Pupils with Medical Conditions April 2014-09-16

Accessibility Plan

Teachers Standards 2010

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/ physical

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him/her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means education or training provision that is difficult to or different from that made generally for others of the same age in a mainstream setting in England...Healthcare provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

Code of practice 2014.

The general ability range of pupils in our school is wide-ranging but we track their progress carefully from their starting points and we can evidence good progress. However, some children fail to make progress despite differentiated teaching and intervention. These children may be offered additional support, through small group or one-to-one activities in order to boost their skill learning and confidence. The school regularly and carefully reviews the quality of teaching for all pupils including those at risk of under-achievement. This includes reviewing and where necessary improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the types of SEN most frequently encountered.

We also recognise that the needs of high achieving pupils should also be catered for and recognised as 'special educational need' .

We are aware that some children may have delayed learning in one subject area and show talent in other curriculum areas . We make provision for pupils differing needs and track their progress carefully.

The SEN/D policy details how we at Marton Manor we do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We also ensure that these pupils are included in educational visits, sport and after-school clubs.

Aims and objectives

The aims of the policy are :

- to create an environment that meets the special educational needs of each child in order they can achieve their learning potential and engage in activities alongside pupils who do not have SEN
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- to make clear the expectations of partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure that pupils make progress as good as that of other pupils within the school
- to ensure support for pupils with medical conditions and full inclusion in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- through reasonable adjustments to enable all children to have full access to all elements of the curriculum

- to work in co-operation and productive partnerships with the Local Authority and other external agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

Equal opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking into account gender, ethnicity, culture, religion, language, age, ability, disability and social circumstances. It is important in this school that we meet the diverse needs of pupils to ensure inclusion for all pupils and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEN co-ordinator and individual teachers to ensure all children have equal access to experience success.

Through appropriate curricular provision we respect the fact that children:

- have different educational needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication , language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning and in physical and practical activities helping children to manage and own their behaviour and to take part in learning effectively and safely and to take part in learning

Identification, Assessment and Provision

Provision for children with special educational needs involves governors, leadership, teachers, the SENCO and teaching assistants

The school will assess each child's current levels of attainment on entry , in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need this information may be transferred from other partners in their Early Years setting and the teacher and SENCO use this information to:

- provide starting points for the development of an appropriate curriculum
- identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties

- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning next steps of the child's learning.

For children whose first language is not English care is needed in making assessments. We will look carefully at all aspects of the child's performance to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

The role of the SENCO and what provision looks like at Marton Manor.

The SENCO's responsibilities include:

- Overseeing day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with and advising fellow teachers
- Overseeing all records of children with SEN
- Liaising with parents
- Contributing to in-service training of staff
- Liaising with other staff and other schools, particularly secondary schools, to ensure smooth transition for pupils
- Liaising with external agencies including the LA psychology services, health, social services and voluntary bodies
- Co-ordinating and developing school-based strategies for identification and review of children with SEN
- Making regular visits to classes to monitor progress of children with SEN
- Ensuring that quality first teaching is provided for pupils with SEN and providing professional development for staff where they need to develop a particular strategy or teaching technique to meet the needs of a child
- Liaising on attendance and medical needs where necessary
- Liaising with Social Care where appropriate

Monitoring Children's Progress

The key test for children need action in assessments is that current rates of progress are inadequate. Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and its peers from widening
- Closes the attainment gap between the child and its peers
- Better the child's previous rates of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

We adopt a graduated response. The school will record the steps taken to meet the needs of individual children through the use of an individual education plan (IEP) and review sheet/ provision map and the SENCO will refer a child for an Education Health Care Plan. We provide the LA with a record of our actions to date. When any concern is initially noticed the class teacher takes steps to address the issue. Parents may be consulted with specific intervention put in place and monitored for a period up to 6 weeks. If no progress is seen after this time the child may be added to the school SEN register with parental permission.

The class teacher after discussion with the SENCO will then produce additional interventions to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets. These are monitored and are then reviewed with the SENCO, parents and young person.

Reasons for a child being added to the SEN register may include the fact that he or she:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified areas of weakness
- Shows signs of difficulty in developing literacy or maths skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by usual behaviour techniques employed in the school
- Has sensory or physical problems and makes little or no progress despite the provision of specialist equipment
- Has communication difficulties and/or interaction difficulties and makes little or no progress

Partnership with parents plays a key role in enabling children with SEN/D to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs.

Children and young people with special needs often have a unique knowledge of their own needs and views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition processes.

Children with education and health care needs.

Behavioural difficulties are not classed as a special need in themselves. If a child shows consistent unwanted behaviours it may be due to trauma or home based experiences e.g. bereavement, separation). We may need to complete a CAF with the family and support the child through the process. If parents and school are concerned that a child may have mental health needs we encourage parents to ask the GP for a referral to CAMHS. If the child is felt to have long term social, emotional or mental health needs e.g. anger management, the school can access a range of social skills or therapeutic interventions through The Bungalow Project, which is an outreach service for schools in Middlesbrough. All children's behaviour

is responded to consistently, in line with our behaviour policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero tolerance approach to bullying, especially towards children with SEN/D. We will actively investigate all issues and if there is cause, then we will work with both the bully and victim to improve their social skills including encouraging children to seek help from a trusted adult.

The school website contains other information relating to special educational needs including information about our contribution to the Local Authority offer and other associated policies, and the arrangements made for children with special needs.

At all stages of the special needs process the school keeps parents informed and involved, taking account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to attend regular meetings each term to share the progress of children who have special needs with their own parents. We also inform parents of any outside intervention and assessment, and share the process of decision making by providing clear information relating to the education of their child. If parents have any concerns or questions they may seek an appointment with our SENCO through the school office.

The Nature of Intervention

The SENCO and the class teacher will decide upon action needed to help the child progress through earlier assessment. This may include:

- Specialist equipment or different learning materials
- Some group or individual support, which may involve small groups of children being withdrawn to work with the SENCO or with TA support or other Wave 3 intervention such as Toe-by-Toe and 'Non-negotiables' materials for maths.
- Extra adult time to devise / administer the planned intervention and monitor its effectiveness
- Staff development and training to introduce more effective strategies

After initial discussion with the SENCO the class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and the outcome of any action. Parents will be invited to meet regularly with the class teacher and SENCO each term to discuss learning targets and progress. The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in consultation with colleagues and parents.

The school uses the ASSESS-PLAN-DO-REVIEW cycle to ensure that all aspects of the child's assessment and provision are monitored and evaluated. Data is reviewed in all classes every half term and the results are shared at pupil progress meetings with the leadership team.

We ensure that children access exams and other assessments as appropriate and this is the responsibility of the class teacher.

We follow data protection protocols and documents are stored in an individual file and these are kept locked. Only the SENCO, and the Head Teacher hold a key for the file and staff can access these to update them as needed. Information to external agencies is only shared on a need to know basis and this is with the permission of parents. Staff laptops are encrypted to ensure privacy of any information they hold on pupils.

The use of outside agencies.

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have been employed already and which targets have been set.

The external specialist may act in an advisory capacity or provide additional specialist assessment or involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented at least in part in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at national curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- Has sensory or physical needs and requires specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede development of social relationships and cause substantial barriers to learning
- Despite having received intervention the child continues to fall below the level of their peers

School request for Education Health and Care Plans (from September 2014)

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information **about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to meet those needs, including any other resources** or special arrangements put in place. Having a diagnosis e.g. dyslexia, ADHD or autism does not automatically

Mean that a child needs an Education Health Care Plan.

Evidence will include:

- Previous IEP's for the child
- Records of regular reviews and outcomes
- Records of the child's health and medical history where appropriate
- National Curriculum attainment levels in literacy and numeracy
- Education and other assessments e.g. from an advisory specialist support teacher or educational psychologist
- Views of parents

The views of any child who is referred for a statutory assessment will be kept fully informed of the process and progress of the referral. Children with a statement of special educational needs will be reviewed each term in addition to the statutory annual review. When this coincides with transfer to secondary school the SENCO from the secondary school will be informed of the review outcome.

Individual Education Plans

Strategies employed to enable a child to progress will be recorded within an individual education plan which will include information about

- **Short term targets set for the child**
- Teaching strategies to be used
- Provision to be put in place
- How targets will help the child learn
- What they are responsible for
- How the child can be successful
- The review date
- Id-point review sheets are stored on the school system and updated regularly by teachers
- The child and parents views will be sought, whose support is vital if progress is to be achieved and maintained

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teacher use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, using assessment

information to inform the next stage of learning. Individual education plans which feature small steps of learning feature significantly in this. Wherever possible we do not withdraw children from the classroom. There are times though when to maximise learning we ask children to work in small groups or one –to-one outside the classroom.

Allocation of resources

The SENCO with the Head Teacher is responsible for the operational management of the specified and agreed resourcing of special needs provision within the school, including provision for children with EHCP's .

The Head Teacher informs the Governing Body of how the funding to support SEN has been used.

Our Support Base.

We have a Support Base for pupils who have autistic spectrum condition and admissions are managed in consultation with the local authority. The Base has a teacher and three teaching assistants who work with twelve children of all ages between three and eleven years. We provide small group teaching and individual work where needed for these children and our philosophy is that we try to integrate these pupils into the life of the school as much as possible, whilst providing for their individual needs in our Support Base for at least part of the day. Our long term aim for most children is to work towards full integration into the mainstream class or as frequently as possible given their needs. This may require support at least in the first instance. We believe that for children whose parents are requesting mainstream secondary provision this is an important step and needs careful management to ensure success.

The role of the Governing Body

The governors challenge and supports it to secure necessary provision for any identified pupil with special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body admits children in line with the school's agreed admission policy which adheres to the admissions policy of the LA. The Governing Body reviews this policy annually and considers any amendments.

Monitoring and evaluation.

The SENCO monitors movement of SEN children within the SEN system within school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in drawing up Individual Education Plans for children. The SENCO and Head Teacher hold regular meetings to review the work of the

school in this area. In addition the SENCO meets regularly with members of the Raising Achievement Committee of the Governing Body.

We seek the views of all parents including those with children who have SEND through questionnaires and our complaints/compliments file which is looked at each term. We also take account of the views of pupils through an annual questionnaire, through the School Council where children can ask for their views to be represented and through discussion in class and in drawing up our children's development plan which is implemented each year.

We work to improve the physical access to our building by drawing up a 3-year accessibility plan and identifying improvements such as increased security, lighting, contrasting decor for visually impaired pupils and handrails/ ramps .

We receive external reports from the LA advisory service, external consultants and OFSTED inspectors . We also work with schools within our locality to quality assure and moderate our assessment and pupils who receive high needs funding are considered at a panel meeting before funding is approved. This helps ensure fairness, transparency and objectivity in allocating resources and accountability. We also work with external consultants and request outreach occasionally to provide support and advice for ore specialist provision and training where needed..