

Marton Manor Primary School

Special Educational Needs and Disability Policy

Introduction: This policy was formulated in consultation with staff and governors at Marton Manor Primary School in Summer 2014. It was last reviewed in Autumn 2020. It will be reviewed in Autumn 2021 or earlier if necessary. (This policy was formulated in response to the new regulations from the SEN/D statutory requirements for September 2014.)

Aim: To promote the successful inclusion of pupils with special educational needs and disabilities at Marton Manor Primary School.

At Marton Manor Primary School, we are committed to offering an inclusive curriculum, to ensure the best possible progress for all of our pupils, whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

'Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.'

' Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area '.

The specific objectives of our SEN/D policy are as follows:

- to identify students with special educational needs and disabilities and ensure that their needs are met
- to ensure that students with special educational needs and disabilities are able to join in with all the activities of the school and receive a broad and balanced curriculum
- to ensure that all learners make the best possible progress
- to ensure parents are informed of their child's special needs and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

The success of the school's SEN policy will be judged against the aims set out above. Annual success criteria will be reviewed and the Governing Body will detail the successful implementation of the policy and the effectiveness of the provision made. The head teacher and governors will set new success criteria. The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. The range of support made in the school each year in response to identified need is detailed in the Provision Maps.

The named SEN coordinator for the school is Mrs Katie Blades who is currently the teacher governor. A member of the Governing body, takes a special interest in SEN, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

Accessibility: The Governing Body has agreed with the LA admissions criteria which do not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the guidance in the Codes of Practice which accompany the SEN and Disability Act 2001. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school's Accessibility Strategy may be read in conjunction with this policy.

We always try to comply with requirements for accessibility for pupils with mobility or sensory impairment. This includes maintaining ramps and ensuring that doors are wide enough for wheelchairs, ensuring that there are contrasting decor colours used on doors and frames and the provision of an induction loop in the hall and on the Reception Desk. When building work takes place we consult with specialists to ensure that we comply with current legislation.

The Support Base: The school has a special 12 place unit for autistic pupils and admission to this is arranged in consultation with the LA SEN department officers. Funding is allocated from the LA for these individual pupils – the bulk of this is to provide an enhanced staffing ratio.

When pupils from other schools are identified as potential pupils for the support base, discussions are followed by visits to see the pupil in his/ her current setting. When a transfer has been agreed in consultation with the current school's head teacher then a series of transition visits follow – usually with a member of staff from the child's current school. Our philosophy is that pupils spend as much time as is practical with their mainstream peers and usually access the base for their morning lessons where their learning or behavioural needs indicate that this is the best approach. They may also require support at unstructured times such as break times and lunch times. An enhanced staffing ratio in the Base enables us to give support where needed to pupils.

A group of vulnerable pupils also access a nurture group who we feel would benefit from this to support their learning and progress. Pupil Premium funding is used to support this enhanced provision and many of the interventions we have for pupils in need of this kind of support. This provision is identified in the School Improvement Plan and costed.

The impact of interventions is evaluated annually, published on the school website and shared with governors.

Pupils with special needs are given work which is differentiated to ensure that they can access the curriculum at their own ability level. Some children may only have a difficulty in discrete areas of the curriculum and intervention may only need to be targeted in that/those areas e.g. speech and language, reading, maths or writing. For other pupils it may be behavioural or social skills. Programmes of work may be undertaken with the child to address their particular needs and then the work is evaluated at least

termly to ensure there is good progress. Wherever possible we involve the child with setting their own targets and reviewing their success. Data tracking, marking and feedback, individual pupil targets and observations are just some of the ways in which we evaluate pupil progress. Children with social and emotional difficulties may receive support from a teaching assistant using particular agreed strategies such as social stories or there may be some involvement from other organisations such as CAMHS, play therapy or the Children With Disabilities Team.

Our SENCO has the following specialism; learning difficulties and autistic spectrum condition. We also employ teaching assistants who have additional qualifications in BLAST and PECS. She provides a provision map for governors and staff which allows us to see which pupils are receiving additional support and intervention and the success of these interventions is evaluated for impact. A register of pupils on the SEND code is maintained and records of target learning and external support are kept.

Identification and Assessment of special educational needs; The school is committed to early identification of special educational need and adopts a graduated response to meeting special educational need in line with the Code of Practice 2002. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the class teacher will consult with the SENCO in order to decide whether additional and / or different provision is necessary. .

Triggers for additional support; There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action.

Provision that is additional to or different from that available to all:

will be recorded in an Individual Plan This will be written by the class teacher with support from the SENCO but always in consultation with pupils, parents and carers . It may also involve consultation and advice from external agencies.

The IP will set targets for the pupil and will detail:

- the short-term targets set for or by the pupil
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria

The IP will be reviewed at least every six months and the outcomes will be recorded. Pupils will participate fully in the review process where appropriate. Parents / carers will also be invited to participate in the target-setting and review process.

If, despite significant support and intervention , the school has evidence that a pupil is making insufficient progress we may seek further advice and support from outside professionals. These professionals will be

invited to contribute to the monitoring and review of progress . Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

For pupils who have existing statements of SEN or Education Health Care Plans , in addition to the review of IEPs, their progress and the support outlined in their statement will be reviewed annually and a report provided for the Local Education Authority.. If a pupil makes sufficient progress a statement or EHCP may be discontinued by the Local Authority.

The school will liaise with the secondary schools with transition plans for pupils with Statements or EHCP's (and other pupils with SEN who may benefit from transition planning) in Year 5 and 6, and will ensure that these transition plans are reviewed annually as part of the Annual Review process.) When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000
The schools' **complaint procedures** are set out on the school website. Your child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Parents of pupils with SEN or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about this process available on request.

The school makes an annual audit of **training** needs for all staff taking into account school priorities as well as personal professional development. The school uses School Budget Share funding to meet identified needs. Particular support will be given to NQTs and other new members of staff. The SENCO shares responsibility with the Head Teacher and Assistant Head for prioritising the training needs of staff (See Accessibility Plan)

The school will provide information about the **Parent Partnership** Service to all parents of pupils with special educational needs. Our local Parent Partnership worker is Jan Beckwith. Parents of any pupil identified with SEN may contact the Parent Partnership Service for independent support and advice. Through the Middlesbrough Schools Teaching Alliance the school has strong links with Beverley, Holmwood and Priory Woods Special schools who can provide support, advice and outreach work . External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs. E.g.

- The school receives regular visits from the Education Welfare Officer and Educational Psychologist
 - In addition the school may seek advice from specialist advisory teaching services for children with sensory impairment or physical difficulties.
 - The speech and language therapist contributes to the reviews of pupils with significant speech and language difficulties
 - Multi-agency liaison meetings, with representation from Social Services, the Service, Health, and the Educational Psychology Service are held on a termly basis to ensure effective collaboration in identifying and making provision for vulnerable pupils.
 - The Secondary school in question is invited to attend one Annual Review in Year 6 in order to contribute to the transition plan.
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Further information can be obtained from the LA Local Offer which can be found on Middlesbrough Council website.

Appendices to this policy:

Appendix A: Last annual report on the success of the policy

Appendix B: Success criteria for SEN policy and Accessibility Strategy

Appendix C: Increasing Accessibility Strategy: Strands A, B and C

Appendix D: Triggers for EHCP and Additional Support

Appendix E: Sample IEP

Appendix F: Meeting identified need: Allocation of resources:

Map of Provision by year group

Map of Provision by area of need