



Mendlesham Primary School

SEN Policy

Agreed by Governors: MARCH 2018

Signature of Chair of Governors:

Review due: MARCH 2019

Reference:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Compliance:

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

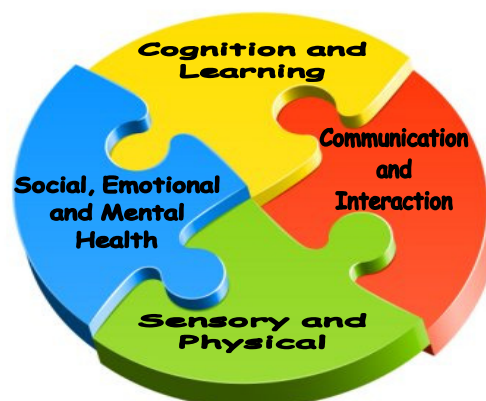
- Equality Act: Advice for Schools DfE Feb 2013
- SEND Code of Practice 0-25 Jul 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 2 framework document September 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the Headteacher, Consultant SENCo and in liaison with the governor responsible for SEN.

Introduction:

Mendlesham Primary School work with a Consultant SENCo – Mrs Tina Stagg from Cedars Park School, a partner school in the John Milton Academy Trust. She works closely with the Headteacher – Tessa Sait to ensure that the Special Needs Policy works within the guidelines and inclusion policies of the Code of Practise (2015), and other policies within the school. The governor with responsibility for SEN is Gillian Orves.

We are an inclusive school and strongly believe that all children have the right to a full education enabling them to fulfil their potential. We do our best to secure special educational provision for any pupil requiring it, that is “additional to or different from” that provided by a differentiated curriculum to better respond to the four areas of need identified in the code of practice:



Aims and Objectives:

The aims of this policy are:

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice 0-25, 2015
- To create an environment that meets the special educational needs of each child in order that 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 between the school and parents
- To make clear the expectations of all partners in the process of supporting our children with SEN
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To ensure support for pupils with medical conditions. To offer full inclusion in all school activities by ensuring consultation with parents, 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 school curriculum
- To work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

What are special educational needs?:

The Code of Practice identifies a child or young person as having special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or 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 educational or training provision that is additional to, or different from, that made generally for others of the same age in mainstream setting. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

Because the general level of ability within our school is high, we recognise that some children may feel disadvantaged working alongside high achieving children. They may be offered additional support, through small group or 1:1 activities, in order to boost their skills level and confidence.

This SEN Policy details how we will 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 will ensure that teachers are able to identify and provide for those pupils with special educational

needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

There are other aspects which may have an impact in the child's progress and attainment, that are not necessarily SEN in their own right:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under the current Disability Equality legislation- these alone do not constitute SEN)
- Attendance and punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child (LAC)
- Being a child of Serviceman/woman

Behaviour is not an area of SEN. Any concerns relating to a child's behaviour should be considered as an underlying response to a need which we aim to recognise and identify.

Equal opportunities and Inclusion:

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

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural 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 take responsibility for their own behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Supporting pupils with medical conditions:

Mendlesham Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and PE/Sport. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs and may have a statement or Education and Health Care Plan (EHCP) which brings together health and social care teams, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Where necessary, support and advice will be sought from medical professionals and other outside agencies so that the child's needs can be met within the school. Staff training will also occur on a regular basis around the most common medical conditions. The administration of medication and the storage of such medications is carried out in line with the guidance from the DfE (2014).

Identification, Assessment and Provision:

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the Consultant SENCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities in ensuring all pupils make progress. All teachers are teachers of children with special educational needs. The class teacher is the individual responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Mendlesham Primary School regularly reviews the quality of teaching for all pupils, including those at risk of underachievement through a cycle of lesson observations, learning walks, pupil perception interviews and work scrutiny. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encounter.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on patterns of learning and experiences already established. If the child already has identified special educational need, this information will be transferred from other partners in their previous educational setting. The class teacher and SENCo will 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 classroom, including scaffolding work and adult support.
- 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 of planning the next steps of the child's learning
 - Request any additional support, advice or assessments from outside agencies
- The decision to place a child on the SEN register is taken by the Headteacher with the Consultant SENCo, working in collaboration with the class teachers and the child's parents, once all this information has been gathered and analysed.

The school will assess the needs of the child either in-house or using outside agencies, create targets, plan the provision, implement any changes to practice/interventions then regularly review progress against targets.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the difficulties are due to limitations in their understanding of the English language or arises from special educational needs.

Managing pupils needs on the SEN register:

Each term the provision for pupils with SEN is reviewed by the Headteacher and Consultant SENCo in collaboration with the class teachers and child's parents. Individual Education Plans (IEPs) are created with all the stakeholders and maintained by the Headteacher and Class Teachers and are living records that show which needs have been identified and how to remove key barriers to learning effectively. The class teacher holds the responsibility for evidencing progress according to the outcomes described in the plan. These plans are amended at the end of each term. The level of provision is determined by the severity of the need for the child. Where a child may have complex needs, then a decision may need to be made by the parents and the SENCo about which needs should be addressed first so that the child does not miss out on the broad and balanced curriculum provided within the classrooms.

Occasionally it will be necessary for the school to make a referral to a more specialist service in order to meet the needs of the child more effectively. This is done in consultation with the child's parents. (For a more detailed explanation, see below)

Some pupils with the greatest needs, may be entered in to the High Tariff Needs Funding in order for the school to receive additional funding to help provide for further support. This is reviewed after each half term and is in accordance with the county's guidance on this.

Criteria for removal from the SEN register:

If a child makes exceptional progress due to the support and interventions they have received, it may become appropriate for them to be removed from the SEN register. This is only ever done in agreement with the parents and is only suggested when the gap between them and their peers has closed to a sufficient point that the child makes progress within a classroom, can access the learning and where there is appropriate differentiation taking place.

Monitoring Children's Progress:

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not making the expected rate of progress. Under these circumstances, teachers consult with the Headteacher and/or the Consultant SENCo to consider what further support or provision may be required. This review might lead to the conclusion that the pupil requires help over and above that which is normally available.

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

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

In order to help children with special educational needs, we adopt a graduated response. This may see us using specialist expertise if we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an IEP and review sheets/provision maps. The SENCo will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment/Education, Health and Care Plan (EHC Plan), we will provide the Local Authority with a record of our work with the child to date.

Where any concern is initially noticed, it is the responsibility of the class teacher to take steps to address the issue. Parents will be consulted and specific interventions put in place and monitored. If no progress is noted after this time, the child will be added to the school SEN register with parental permission.

The class teacher, after discussion with the SENCo, will then provide further interventions that are additional to those provided as part of the school's differentiated curriculum. The child will be given specific individual learning targets which will be applied across the curriculum. These targets will be monitored by the class teacher and teaching assistants and reviewed formally with the parents and child.

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

- Makes little or no progress, even when teaching approaches are targeted and differentiated particularly in a child's area of weakness

- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not improved by the behavioural management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress

Accessing 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.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, using assessment to inform the next stage of learning. Members of staff plan lessons that incorporate different learning styles to engage children who have IEPs and which employ a small-steps approach. By breaking down existing attainment into finely graded steps and targets, we ensure that children experience success. All children on the SEN register have an IEP with individual targets.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom setting. There are times though when, to maximise learning, we ask the children to work in small groups, or in one-to-one situations outside the classrooms.

Interventions:

The Headteacher along with the Consultant SENCo and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment
- Some group or individual support, which may involve small groups of children being withdrawn to work with qualified teachers or trained TAs on specific interventions (such as Power of Two, Dancing Bears or Write from the Start)
- Additional focused support within class
- Staff development and training to introduce more effective strategies

After initial discussion with the Headteacher and Consultant SENCo, the child's class teacher will be responsible for working with the child and ensuring the delivery of any individualised programme within the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and they will have specific dates to discuss individual learning targets and progress on a termly basis.

The Consultant SENCO and Headteacher will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

Individual Education Plans (IEPs):

Strategies employed to enable the child to make progress will be recorded within an IEP which can include information about:

- The short term targets set for the child
- The teaching strategies to be used
- The provision to be put in to place
- The strengths and areas of difficulty of the child
- Assessment data on the pupil: spelling, reading and vocabulary ages as well as literacy and mathematics attainment
- The review date
- How the targets will help the child in their learning
- The child's views and parent's views

Requests for Statutory Assessment and the use of Outside Agencies:

A request will be made by the school to the Local Authority or other professional outside agency if the child has demonstrated significant cause for concern. They 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 support those needs, including any resources or special arrangements in place.

The evidence will include:

- Previous Support Plans and targets for the pupil
- Records of regular reviews and their outcomes
- Records of the child's health and medical history where appropriate
- Attainment in literacy and numeracy
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist
- Views of the parents
- One page profile of the child
- Views of the child

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with a statement of special educational needs or Education Health Care Plan will be reviewed each term in addition to the statutory Annual Review. When this coincides with transfer to another school, the SENCO from that school will be invited to the review and informed of the outcomes.

Outside agencies 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 already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, to provide additional specialist assessment or be involved with 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 to work substantially below that expected of children of a similar age
- Continue to have difficulty in developing literacy and mathematical 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 additional specialist equipment or regular advice or visits from a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Despite having received intervention, the child continues to fall behind the level of their peers

Partnership with parents:

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of the child's needs. All parents of children with special educational needs will be treated as equal partners and given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have 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 process.

The school website contains details about our SEN provision within the SEN Information Report and this feeds in to the Local Authority's Local Offer.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents throughout.

We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents. We inform parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the Headteacher through a school email address and may request a meeting with the Consultant SENCo. Furthermore, parents and children have access to the school website which has a dedicated area to Special Educational Needs under the Parent Information section.

Roles and responsibilities:

-The governing body

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for pupils with special educational needs and ensure that funds and resources are used effectively.

The Headteacher meets with the SEN Governor termly to discuss progress and achievements. During these meetings, the governors acts as critical friends to ensure that the SEN provision within the school is as good as it can be.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The governing body reviews this policy annually, in line with the Multi Academy Trust's policy and considers any amendments in light of the review findings. The SEN Governor reports the outcome of the review to the full governing body. Governors are expected to attend regular training in their area of responsibility as appropriate.

-The Headteacher and Consultant SENCo

The Headteacher and Consultant Special Educational Needs Co-ordinator's (SENCo) responsibilities include;

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with and advising fellow teachers
- Overseeing the records of all children with SEN
- Liaising with parents of children with SEN
- Contributing to the in-service training of staff
- Liaising with local schools so that support is provided to pupils as they prepare to transfer
- Liaising with external agencies including Local Authority's support and educational psychology services, health and social services and voluntary bodies
- Co-ordinating and developing school based strategies for the identification and review of children with SEN
- Making regular visits to classrooms to monitor the progress of children on the SEN register

Class Teachers

The class teachers are responsible for:

- Identifying any children through formal or informal assessment that are making less than expected progress or falling behind their peers
- Reporting their findings to the Headteacher and Consultant SENCo
- Working closely with the Headteacher/Consultant SENCo on identifying needs and areas for development, using their understanding and relationship with children in their class to make observations and suggestions in each child's interests
- Identifying and requesting any CPD or resources required to further support any child identified with SEN as appropriate
- Planning and differentiating work to cater for all ability levels and learning styles within their class, including for SEN children.
- Liaising with other specialists, advisers and parents as required
- Directing support staff in best practice to support SEN children
- Making accurate assessments and providing data and information regarding children they teach, including SEN children as required
- Ensuring that all children's targets are kept up to date
- Writing effective and measurable IEPs to support progress and learning for SEN children
- Identifying vulnerable children and being involved in their transition from Mendlesham Primary School as appropriate

-Teaching Assistants

Teaching assistants work under the Headteacher and class teachers in a variety of different ways:

- Working with pupils with a statement or EHC Plan, may attend annual reviews, assesses progress and contributes to the IEP; may plan the individual additional work the pupil may require to make progress towards their individual targets
- Works closely with the class teacher, Headteacher and Consultant SENCo and other outside agencies to meet the needs of the child
- Supports small groups of pupils towards attaining targets set in their IEPs
- Supports individual children towards attaining the targets in their IEP
- Works with the teachers to assess and write IEPs and annual review for the pupils that they support
- Continuously monitors pupil progress and identifies the next steps in learning
- Is aware of the school's procedures for the identification and assessment of pupils with SEN
- Is involved in the transfer of pupils to this school and from this school as appropriate

-Designated Teacher with specific safeguarding responsibility:

This is Mrs Tessa Sait (Headteacher), with Mr Tom Singleton as the alternate. The Governor responsible for this area is Mrs Gillian Orves, supported by Mrs Rebecca Riches.

-Member of staff responsible for managing LAC funding:

This is Mrs Tessa Sait (Headteacher). The Governor responsible for this area is Mrs Gillian Orves.

-Member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils:

This is Mrs Tessa Sait, as head teacher, all teaching staff have had paediatric first aid training as has Vanessa Woodley (TA).

Admissions:

No pupil will be refused admission on the basis of ethnicity, their SEN, or EAL. Pupils who have EAL or SEN will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Training and allocation of resources:

SEN within school is funded mainly through School's Block Funding and in some exceptional cases the High Tariff Needs Funding. The Headteacher, with advice from the Consultant SENCo, is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health Care Plans.

The training needs of staff are identified and planned for through regular performance management cycles, through staff requests and when the SENCO and head teacher deems it to be appropriate (for example when new legislation is issued).

All teachers and support staff undertake an induction on taking up the post and this includes a meeting with the Headteacher/Consultant SENCo to explain the systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual pupils.

The Consultant SENCo regularly attends SEN cluster meetings and training from the county in order to keep up to date with local and national updates in SEND. This includes sharing good practice with local schools.

The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The head teacher and the Consultant SENCo meet regularly to agree on how to use funds around supporting pupils with statements or Education Health Care Plans.