



SEND (Special Educational Needs) and Disability Policy

Last reviewed: February 2018

- Headteacher: Mr I Johnson B Ed (Hons)
- SENDCo: Mrs E. Balfour
- SEND Governor: B Benn, H Pearson

Definition

A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child or young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age (this is usually 2 years behind their peers) or,*
- *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*

Mission Statement

At Markeaton Primary School we strive to create a safe, happy and inspiring learning environment which allows **all SEND children** to explore and enrich their potential. We are a welcoming and nurturing hub of the community and we work in partnership with parents and carers in the support of their child's education.

Aims and Objectives of this Policy

- to secure high levels of achievement for all;
- to be an inclusive school;
- to ensure the identification of all pupils requiring Special Educational Needs provision as early as possible;
- to meet children's needs through a wide range of provision;
- to encourage high levels of satisfaction and participation from pupils, parent and carers;
- to share a common vision and understanding with all stakeholders;
- to provide transparency on how resources are allocated;
- to provide curriculum access for all;
- to work towards inclusion in partnership with other agencies and schools;
- to achieve a level of staff expertise to meet pupil need.

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 with confidence.

Admission Arrangements

We follow the Local Authority's admission policy for schools which is in line with the SEND and Disability Act.

Management of SEND within School

The Headteacher and the Governing Board have delegated the responsibility for the day to day implementation of the policy to the Inclusion Team. The Inclusion Team all have Qualified Teacher Status or are a High Level Teaching Assistant (HLTA). The management of Special Educational Needs is supported by the Headteacher, Mr I Johnson. The Inclusion Team is listed on the front page of this policy.

All school staff have a responsibility for pupils with Special Educational Needs. All Teachers are teachers of Special Educational Needs and Disability. Staff are aware of their responsibilities towards pupils with Special Educational Needs, whether or not pupils have a Statement of Special Educational Needs. A positive and sensitive attitude is shown towards these pupils. The identification of Special Educational Needs is built into the overall approach to monitoring the progress and development of all pupils. Staff responsibilities are identified in individual job descriptions and in the Teachers' Standards.

Teaching Assistants play a significant role in the support of pupils with Special Educational Needs. The rationale for the deployment of Teaching Assistants is class based and/or year group based and pupil centred based, depending on the need.

In line with the recommendations in the SEND Code of Practice 2014, the Inclusion Team is responsible for overseeing the day-day operation of this policy, including:

- co-ordinating provision for children with special educational needs;
- liaising with and advising teachers;

- overseeing the records on all children with Special Educational Needs;
- liaising with parents of children with Special Educational Needs (in conjunction with teaching staff);
- contributing to the in-service training of staff;
- liaising with external agencies.

The Special Educational Needs Coordinator (SENDCO) is responsible for reporting to the Headteacher and the Governor with responsibility for SEND on the day-day management of the Special Educational Needs policy. The name of the governors with responsibility for Special Educational Needs are:

Hannah Pearson and Benjamin Benn

Regular meetings take place each term to discuss Special Educational Needs provision in school.

Identification and Assessment

We accept the principle that pupils' needs should be identified and met as early as possible. The SENDCO works closely with the school assessment coordinator to help secure early identification and act accordingly. We recognise, however, that data is only one indicator of a child's progress.

We may also use a number of additional indicators of special educational needs and they include:

- an analysis of statutory data e.g. Foundation Stage Entry Profiles, Y1 Phonics, SATs (KS1 and KS2);
- pupil views;
- Teacher and Teaching Assistant views;
- the use of Derby City SEND criteria;
- the completion of teacher concern forms;
- following up on parental concerns;
- tracking individual pupil progress over time;
- liaising with feeder schools on transfer;
- using information from previous schools;
- using information from other services.

The Inclusion Team maintains a list of pupils identified through the procedures listed. This list is reviewed, analysed and edited every term.

For further details about how the progress of Special Educational Needs children is tracked and reported please refer to the school's assessment policy on the website.

Curriculum Access and Provision

Information regarding the curriculum can be found in the Curriculum Plans on the school website. In order to meet the learning needs of Special Educational Needs pupils, teachers will sometimes need to differentiate work.

Where pupils are identified as having Special Educational Needs and/or a disability, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. The range of provision includes:

- in class support for small groups with a Teaching Assistant and/or differentiation of resources;
- small group work/individual work with a Teaching Assistant or Learning Mentor;
- homework support (this might take place at lunchtime in the Community Room);
- interventions (e.g. Accelerated Reader, TalkBoost, 5-Minute Maths);
- provision of alternative learning materials/special equipment;
- group support within a lesson;
- provision of additional adult time in devising interventions and monitoring their effectiveness;
- staff development/training to undertake more effective strategies;
- access to Specialist Teaching and Educational Psychology Service (STEPS) or other support services for advice on strategies, equipment and staff training.

Record Keeping

The school will record the steps taken to meet pupils' individual needs. The SENDCO and the pupils' Class Teacher will maintain the records and ensure access to them. In addition to the usual school records, the pupil's information may include:

- information from parents;
- information on progress and behaviour;
- pupil's own perceptions of difficulties;
- information from health/social services;
- information from other agencies;
- a pupil profile.

SEND Target Planning and Review Meetings

All pupils who are considered to have a Special Educational Need will have a Multi Element Plan (MEP). This sets out targets and any provision that is additional to and different from normal classroom provision.

For pupils with an Education, Health and Care Plan (EHCP), provision will be matched to the recommendations on the plan (for pupils who still have a Statement of Educational Needs the provision will match the recommendations on the Statement). Currently, all Statements in Derby City are being converted to Education, Health and Care Plans.

Strategies for securing pupils' progress will be recorded at an MEP meeting and will contain information such as:

- short-term targets;
- interventions;
- Primary Area of Need (PAN);
- date for review;
- review of short term targets;
- key background information;
- professionals involved;
- progress and attainment data.

The MEP will record only that which is different from or additional to the normal curriculum and will concentrate on three or four individual targets that closely match the pupil's needs. Pupil and Parent views will also be recorded on this plan and the plan will be reviewed every term.

Code of Practice Graduated Response

The school adopts the levels of intervention as described in the SEND Code of Practice 2014. The Code of Practice advocates a graduated response to meeting pupils' needs. If Teachers, Parents or Teaching Assistants are concerned about a pupil's progress, then they will be placed at 'Concern level'.

When a pupil is identified as having a Special Educational Need, the school will place the pupil on a Special Educational Need level of support. This Special Educational Need support will take the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised. This is also combined with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes.

Special Educational Needs and Disability

Special Educational Need provision is characterised by interventions that are different from or additional to any differentiated curriculum. Special Educational Need intervention can be triggered if a pupil:

- shows persistent emotional/behavioural difficulties which are not affected by behaviour management strategies and which impede their learning;
- has sensory/physical problems and makes little progress despite the provision of specialist equipment;
- experiences communication and/or interaction problems and makes little or no progress despite experiencing a differentiated curriculum;
- still makes little or no progress in specific areas over a long period;
- continues to work at levels considerably lower than those expected for a pupil at a similar age;
- continues to experience difficulty in developing literacy/numeracy skills;
- 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.

Once a pupil has been identified and placed at a Special Educational Need level of intervention the Multi Element Plan (MEP) will be written if appropriate. It is the responsibility of the pupil's Class Teacher to ensure that an MEP is in place and reviewed every term. The Inclusion Team will support the Class Teacher in ensuring MEPs are accurate and sets appropriate targets.

If the school decides, after consultation with parents and the pupil (when appropriate), that a pupil requires additional support to make progress, the Inclusion Team, 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 informed of the action and results. There could also be involvement from External Support Services. External Support Services will advise on targets and provide specialist inputs to support this process.

Parental consent is sought before any External Agencies are involved. The resulting targets may incorporate specialist strategies. These may be implemented by the Class Teacher but involve other adults in addition to the Class Teacher. For example, a Speech and Language Therapist may complete an assessment and provide the school with a Speech and Language programme to complete over a period of time.

Request for an Education, Health Care Plan (EHCP) Assessment

The school will request an Education Health Care Plan from the Local Authority when, despite an individualised programme of sustained intervention, the pupil remains a significant cause for concern. An EHCP Assessment might also be requested by a parent or outside agency. The school will provide the following information with any request:

- evidence of the pupil's academic attainment, or developmental milestones and rate of progress;
- information about the nature, extent and context of the pupil's SEND;
- evidence of the actions already taken by the school;
- evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided;
- evidence of the pupil's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these;
- any other involvement by professionals;
- the views of the pupil (where appropriate);
- the views of the parents/carers.

Education and Health Care Plan (EHCP) and Locality Funding

An EHCP will normally be provided by the Local Authority where, after an assessment, the Local Authority considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for an EHCP does not inevitably lead to an EHCP.

Prior to this, the SENDCO may apply for funding from the Locality Panel. The Locality Panel consider requests from schools for additional support and or resources to meet the education and other holistic needs of pupils with Special Educational Needs and Disabilities from Early Years to the end of Secondary Years.

The Locality Panel will examine the early intervention that has already taken place as part of the Graduated Response and in line with the SEND Code of Practice. The Locality Panel is a resource allocation system to those learners on a Special Educational Need level of support attending mainstream schools. The Locality Panel will discuss and agree what additional resources and support needs to be put in place in order for the child to access education safely and to achieve the agreed outcomes. The locality Panel can approve or deny any request made by a school.

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

- matched to the longer-term objectives set in an EHCP;
- established through parental/pupil consultation;
- set out in an MEP;
- implemented in the classroom;
- delivered by the class teacher with appropriate additional support where specified.

Reviews of EHCPs

EHCPs must be reviewed annually. The Local Authority will inform the Headteacher at the beginning of each school term of the pupils requiring reviews. The Inclusion Team will organise these reviews and invite:

- the pupil's parent/carer;
- the pupil (if appropriate);
- the relevant Teacher and/or Teaching Assistant;
- a representative of the Inclusion and Assessment Team;
- the Educational Psychologist (if appropriate);
- any other person the Inclusion Team considers appropriate;
- any other professionals that have had recent involvement with the pupil (in the last two terms).

The aim of the review will be to:

- assess the pupil's progress in relation to the objectives on the EHCP;
- review the provision made to meet the pupil's need as identified in the EHCP;
- consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it;
- if appropriate, set new objectives for the coming year.

During key transition times for the pupil (e.g. Year Two or Year Six) receiving schools will be invited to attend the review in order to plan a transition programme appropriate to the needs of the pupil. It also gives parents/carers the opportunity to liaise with teachers from the receiving school. During transition for FS2 pupils (pupils in Reception) from nurseries, when appropriate, parents and carers of children identified as Special Educational Needs pupils by their current nursery, will be invited into school for additional transition meetings, alongside the usual Link Up meeting. School staff will also visit Special Educational Needs children in their current nursery as part of the planning for transition.

The Inclusion Team will complete the annual review forms and send it electronically using a secure email, with any supporting documentation to the Local Authority. The school recognises the responsibility of the Local Authority in deciding whether to maintain, amend, or cease an EHCP.

Pupils who have a Statement of Educational Need will convert to an Education, Health and care Plan at the appropriate change of phase (Year Two and Year Six over the next three years).

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- keeping parents and carers informed and giving support during an assessment and any decision-making process about SEND provision;
- working effectively with all other agencies supporting children and their parents;
- giving parents and carers opportunities to play an active and valued role in their child's education;
- making parents and carers feel welcome;
- ensuring all parents and carers have appropriate communication aids and access arrangements;
- providing all information in an accessible way;
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing;
- instilling confidence that the school will listen and act appropriately;
- focusing on the child's strengths as well as areas of additional need;
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child;
- agreeing targets for the child;
- making parents and carers aware of the Parent Partnership services. This information will be included in the EHCP review meetings;
- helping parents decide how to use the personal budget should it be allocated through an EHCP by the Local Authority.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (stated within the SEND Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning;
- identify their own needs;
- share in individual target setting across the curriculum;
- self-review their progress and set new targets;
- Complete a pupil profile about themselves to be shared with staff.

In addition, pupils who are identified as having Special Educational Needs are invited to participate in:

- MEP Meetings;
- regular meetings with named adults;
- work with a Learning Mentor;
- Annual Reviews.

Special Provision/Enhanced Resource Facility

The school has the following special facilities identified in the Disability Equality Scheme to increase or assist access for pupils and adults who are disabled. These include a disabled toilet, wheelchair access, highlighted stairs for partially sighted pupils, textured surfaces, handrails and access for taxis and other transport. We also have a lift in the main building.

Medical Needs

Children with medical conditions are fully included and have the same rights of admission to school as other children. This means that no child with a medical condition should be denied admission or prevented from taking up a place in school because arrangements for their medical condition have not been made. However, in line with safeguarding duties, we will ensure that a pupil's health is not put at risk. Therefore, we will not have to accept a child in school at times where it would be detrimental to the health of that child or others to do so e.g. infectious diseases. Please refer to our Administration of Medicines in School policy for further information regarding the processes and systems in place.

Where some pupils may require individual specialised treatment, a Healthcare Plan will be completed. Individual Healthcare Plans will be used to support pupils with medical conditions. The school, parents and healthcare professionals will agree, based on evidence, when a healthcare plan would be appropriate. Healthcare Plans may be initiated, in consultation with the parent, by a member of school staff or a healthcare professional involved in providing the care. Plans will be drawn up in partnership with the school, parents and relevant healthcare professionals. Pupils will be involved wherever possible.

Links with Education Support Services

For some pupils with a special educational need and for some pupils who have a confirmed diagnosis, any one or more of the following agencies may be involved:

- Educational Psychology Service (EPS);
- Specialist Teaching and Psychology Service (STEPS);
- Educational Welfare Service;
- Clinical Psychologist;
- Child and Adolescent Mental Health Service (CAMHS).

The SENDCO will maintain links with other SENDCOs through the SENDCO network meetings in order to share good practice and useful links in the city.

Links with Other Services

Effective working links are maintained with:

- Speech and Language Therapy Service;
- Other Children and Young People's Services;
- Connexions;
- Community Health Service;
- Family Support and Safeguarding;
- Parent Partnership Service;
- Treetops Bereavement;
- Parent Partnership and Umbrella;
- Children and Family Court Advisory Support Services;
- Occupational Health;
- Physiotherapy Services;
- The Lighthouse;
- Counselling Services.

Links with Other Schools/Integration Links

Links are also maintained with the following appropriate organisations:

- playgroups and nurseries;
- other primary schools;
- feeder secondary schools;
- special schools e.g. St Clare's, St Giles'.

Training

In order to maintain and develop the quality of our provision, staff undertake appropriate training. Recent courses undertaken are listed in the school's training file. Specific SEND training is detailed in the annual report to parents and governors.

Resources

The school will make arrangements through the notional SEND budget to ensure that appropriate staffing, training and resources are deployed to secure the best provision for children with Special Education Needs and Disability. It is intended that this money may be used for any or all of the following:

- specialist teaching time;
- purchase of other specialist advice;
- employment of teaching or non-teaching staff;
- It could be used to create additional time for specialist staff in the school, or to buy equipment, for example a laptop, photo-copied materials, books, CDs, DVDs, software - and any purchase consistent with the child's individual targets

Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Headteacher. The chair of governors may be involved if necessary. In the case of an unresolved complaint the Local Authority may be involved.

Review of the Special Educational Needs Policy

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year.

Ratified by Governors:

Chair of Governors signature:

Date:

Appendix 1

Abbreviations

- EHCP: Education and Health Care Plan
- SEND: Special Educational Need and Disability
- SENDCO: Special Educational Needs Coordinator
- HLTA: Higher Level Teaching Assistant
- MEP: Multi Element Plan
- STEPS: Specialist Teaching and Psychology Service
- LA: Local Authority
- EPS: Educational Psychology Service
- PAN: Primary Area of Need
- LM: Learning Mentor
- P Levels: Performance Levels
- TA: Teaching Assistant

List of interventions and support programmes that may be used to support SEND pupils at Markeaton Primary School:

- Accelread/Accelerwrite
- Legotherapy
- Listen, speak, write, read, spell
- 5 Minute Box (Literacy and Numeracy)
- Toe by Toe
- Wordwasp
- Precision Teaching
- Speech and Language Programmes
- Occupational Therapy Programmes
- Physiotherapy Programmes
- Toileting Programmes
- Speechlink
- Language Link
- Literacy and Numeracy Boosters
- Nessy Fingers
- Touch Typing
- Clicker 6
- Numbers Count
- Physical literacy
- Sentence Comprehension
- Transition Programmes
- Anger management programmes
- Phonic Boosters
- Handwriting skills
- Gross and fine motor skills
- Memory skills

- Social Interaction skills (Super girls etc)
- Phonic boosters
- Behaviour Plans
- ELSA (emotional literacy)
- Boxall/POMS to analysis of behaviour patterns to help target specific areas (emotional support)