

Special Educational Needs and Disabilities (SEND) Policy

Meare Village Primary School



Meare Village
Primary School

Approved by: Governing Body

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Our aim, at Meare Village Primary School, is to ensure that all children fulfil their potential, make the best possible progress and enjoy their learning experience. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

However, for some of our learners there are occasions when support that is 'additional to and different from' that already provided within the differentiated curriculum is required. This is to allow us to better respond the four areas of need identified in the Code of Practice (September 2014).

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

Children may have special educational needs either throughout, or at any time during, their school career and it is important that those needs are known to all who are likely to work with them. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the

type and extent of the difficulty experienced by the child. 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.

The aims and objectives of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN information report.

Safeguarding children with SEND

The 'Working Together to Safeguard Children (2015)' guidance sets out groups of children that are at higher risk of harm than most young people. The groups considered at greater risk include children who:

- are disabled and have specific additional needs
- have special educational needs
- are young carers
- show signs of engaging in anti-social or criminal behaviour
- live in challenging circumstances, for example, adults with issues around poor mental health, substance abuse or domestic violence.

Work by the NSPCC has identified other groups of children that need greater support, such as:

- children living in poverty,
- those with parents who have learning difficulties; and
- 'Looked After Children'.

At Meare Village Primary School, we understand that certain groups of children are more vulnerable when it comes to child protection and safeguarding issues and ensure that monitoring processes are particularly robust for those pupils. An effective partnership between the SENDCO in school, Designated Safeguarding Leads, class teachers and pastoral professionals enable us to identify children and siblings with the highest risks on intake to the school and over subsequent terms. Please refer to the Safeguarding and Child Protection Policy for further details.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. All children may have special needs at some time in their lives.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Educational inclusion

In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all of our children to feel that they are a valued part of our school community, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances.

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.

5. Identification, Assessment and Provision

Somerset has published Core Principle for SEND, and we ensure that we are fully addressing the needs of our children as set out in the document.

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher and SENDCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs.**

The school will assess each child's current academic achievement 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 class teacher and SENDCO 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 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 the next steps of the child's learning.

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 problems are due to limitations in their command of English or arises from special educational needs. The school may approach the Ethnic Minority Achievement Support Service where appropriate.

Roles and Responsibilities

Jan Fellows is the head teacher of Meare Village Primary School and has overall responsibility for the management of SEND policy in the school.

Kate Rogers is the school's Special Educational Needs and Disabilities Co-ordinator and is responsible for the day to day management of SEND provision in the school.

Teresa James is the governor for special education needs and disabilities and is responsible for monitoring the school's outcomes in the area of SEND.

Class teachers at Meare Village Primary School are responsible for the progress of children with special educational needs and disabilities in their class.

The Role of the SENDCO - Provision at Meare Village Primary School

The Special Educational Needs and Disabilities Co-ordinator's [SENDCO] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy;
- Co-ordinating provision for children with SEND;
- Liaising with and advising fellow teachers;
- Overseeing the records of all children with SEND;
- Liaising with parents of children with SEND;
- Contributing to the in-service training of staff;
- Liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer;
- Liaising with external agencies including the LA'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 SEND;
- Supporting teachers to ensure that classrooms are 'dyslexia friendly'.

The Role of the Class Teacher – Meare Village Primary School

Each class teacher is responsible for:

- The progress and development of every pupil in their class;
- Providing support for children who need help with communication, language and literacy;
- Planning to develop children's understanding through the use of all their senses and of varied experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping children to manage their 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.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision;
- Ensuring they follow this SEN policy.

6. Monitoring Children's Progress

The school uses a continuous cycle of planning, teaching and assessment which takes into account the wide range of abilities, aptitudes and interests of the children. The majority of pupils will learn and progress with this cycle. Children whose attainment or progress fall significantly outside the expected range may have special educational needs and further investigation will be carried out. Under these circumstances, teachers may need to consult the SENDCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within class.

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 his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better 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 and disabilities, Meare Village Primary School, will adopt a graduated response as outlined in the Code of Practice (2014). This may see us using specialist expertise if as a school 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 a Provision Map and Assess, Plan, Do, Review proforma and the SENDCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment/Education Health Care Plan, we will provide the LA with a record of our work with the child to date.

When any concern is initially noticed, it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time the child may be added to the school SEND register.

The class teacher, after discussion with the SENDCO, will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum.

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

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing English or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent social, emotional or mental health difficulties which are not improved by the behaviour 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.

7. The Nature of Intervention

The SENDCO 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.
- Group or individual support, which may involve small groups of children being withdrawn to work with the SENDCO or, with TA support or other Wave 3 intervention such as Individualised Literacy Intervention (ILI), Numicon Intervention Programme (NIP), 5 Minute Box etc.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENDCO, the child's 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 of the outcome of any action.

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

8. 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 already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. They will recommend strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of interventions is recorded carefully.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working substantially below that expected of children of a similar age.
- Continues 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 by 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 his peers.

9. Partnership with parents

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

Children and young people with special educational needs and disabilities often have a unique knowledge of their own needs and their 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.

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 at all stages. We encourage parents to make an active contribution to their child's education and meet their child's teacher twice a year and the SENDCO twice a year to discuss progress. We inform the parents of any outside intervention and share the process of decision-making by providing clear information relating to the education of their child.

Each service has a different timescale in terms of providing support. Some services may intervene almost immediately, whereas others, where the demand for their support is higher, may take more time. The SENDCO will inform parents when a referral has been made, and will update parents on the progress of that referral as much as possible, even if that is to say that the referral has been chased with no outcome as yet.

We have an open door policy which enables parents to liaise with the class teacher and SENDCO. The school website contains details of our policy for Special Educational Needs and Disability and the Local Offer.

10. Partnership with pupils

In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work across the school recognises the importance of children developing social as well as educational skills and is supported by our work with Forest School.

We strongly believe in the voice of the pupil and children who have SEN Support are informally interviewed each term to establish their views on their learning, the support they are given, the things they enjoy, areas that they find tricky and their peer relationships. As a result, those involved in that child's learning can review and plan for the appropriate support in consultation with each child.

11. School Request for Statutory Assessment or Education Health and Care Plans

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 disability and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

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

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an Education Health Care Plan (EHCP) will be reviewed each half term in addition to the statutory annual assessment. When this coincides with transfer to secondary school, the SENDCO from that school will be informed of the outcome of the review.

12. Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- 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; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

All children with SEN are tracked and monitored with layered targets which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

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. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

13. Allocation of resources

The SENDCO 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 Education Health and Care plans.

The headteacher informs the governing body of how the funding allocated to support special educational needs and disability has been employed.

14. The Role of the Governing Body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the headteacher. The SENDCO ensures that all those who teach a pupil with High Needs Funding

are aware of the nature of this. The SEN governor ensures that all governors are aware of the school's SEN provision.

The SEN governor will:

- Help to raise awareness of SEND issues at governing board meetings;
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this;
- Work with the Headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school.

15. Monitoring and Review

The SENDCO monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENDCO and the named governor with responsibility for special needs also hold regular meetings.

This policy and information report will be reviewed by Kate Rogers, SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Signed:

Date: