

MOTTRAM ST. ANDREW PRIMARY ACADEMY

SPECIAL EDUCATIONAL NEEDS POLICY

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Mission Statement

Prepares us all for lifelong learning

Trust
Respect
Optimism
Co-operation

Compliance

The policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014. Last updated August 2014) 3.65 and has been written with reference to the following guidance and documents:

- The Children and Families Act 2014
- SEND Code of Practice 0-25 (July 2014)
- Equality Act 2010
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework document 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Cheshire East Special Educational Needs and Disabilities Policy 2012-2015
- Cheshire East Local Offer

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's Website: www.education.gov.uk/schools/pupilsupport/sen

Beliefs and Values

Mottram St Andrew Primary Academy School believes

We recognise that there are children within our school who have barriers with their learning and/or who have a disability which prevents them or hinders them from fully benefitting from the education normally provided for children of their age group. We support the principle of inclusion of children with Special Educational Needs within a mainstream setting.

We believe that every teacher is a teacher of every child or young person including those with Special Educational Needs.

Aims;

Our aims for the school state that we;

- Provide the highest standard of education which is broad, relevant and enjoyable for all children.
- Ensure that every member of the school community acquires the skills, knowledge and understanding necessary for now and for the society of the future, fulfilling their potential.
- Raising the aspirations of and expectations for all pupils with Special Educational needs.

Objective

To achieve our aims we will:

- Identify children as early as possible and provide them with the support or opportunities enabling them to achieve their full potential.
- To work within the guidance provided in the SEND Code of Practice 2014.
- Provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN Inclusion Policy.
- Provide the greatest possible access to a broad and balanced education, and wherever possible to provide this within the normal classroom environment.
- Achieve the highest levels of autonomy and improve the quality of life for those of lower ability or who have a disability.
- Take into account the knowledge, views and experience of parents and outside agencies and develop an effective partnership with them.
- Take into account the views of children, to participate in decision making about provision to meet their special educational needs.
- Ensure that assessment provides adequate means of recording attainment and achievement and gives sufficient information for carefully planned progression at every stage.
- View our special needs provision as an on-going, developing process.
- To provide support and advice for all staff working with special educational needs pupils.

Definition of Special Educational Needs

According to the **Children and Families Act 2014 section 20**, children have special educational needs if they have a *learning difficulty* that calls for *special educational provision* to be made for them.

Children have a learning difficulty if they:

- Have a *significantly greater difficulty in learning* than the majority of the children of the same age.
- Have a *disability* that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 that is '...a physical or a mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.' This definition includes sensory impairments such as those affecting sight or hearing and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

Please refer to the Equality Policy and Accessibility Document.

Children's needs and requirements may fall into at least one of four areas, though many children will have interrelated needs. All areas of need will have a varying degree of impact upon the child's ability to function, learn and succeed. The purpose of identification is to work out what action the school needs to take and as a school we will consider the needs of the whole child not just the special educational needs

The Code of Practice identifies four Areas of Need;

- 1) Communication and interaction
- 2) Cognition and learning
- 3) Social, emotional mental health difficulties
- 4) Sensory and/or physical needs.

Communication and interaction

Children with speech, language and communication needs (SLCN) will have difficulty in communicating with others, for example; difficulty saying what they want to or understanding what is being said to them. This profile may change over time where the child may experience difficulty with one, some or all aspects of speech, language and communication at different times.

Children with Autism spectrum disorder, including Asperger's may have difficulties with social interaction and with language, communication and imagination which can impact on how they relate to others.

Cognition and learning

Children may demonstrate features of moderate, severe or profound learning difficulties for example dyslexia, dyspraxia and require specific programmes to aid progression in cognition and learning. Such requirements may also apply to some extent to children with physical and sensory impairments and or autistic spectrum disorder.

Provision and support for learning difficulties may be needed when children learn at a slower pace than their peers, even with differentiation. Learning difficulties cover moderate, severe and profound and multiply learning difficulties. (MLD, SLD, PMLD)

Where one or more specific aspects of learning is affected (SpLD) encompassing a range of conditions such as dyslexia, dyscalculia and dyspraxia specific programmes to aid progression in cognition and learning.

Social, emotional and mental health difficulties

Children may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, present with immature social skills and/or present challenging behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse and eating disorders. Other children may have disorders for example attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs.

Children may require special educational provision because they have a disability which prevents them from making use of general educational facilities or equipment. These difficulties can be age related and may fluctuate over time. Children with a hearing impairment (HI) or visual impairment (VI) or a multisensory impairment (MSI) will require access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Special Educational Needs Procedures;

Provision for children with special educational needs and disability is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENCO and all other members of staff have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs.** Teaching such children is therefore a whole school responsibility and teachers will be responsible for the progression of children with SEND in their class. It will also be recognised that progress and attainment of children with SEND may also be affected by non-SEND issues including:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of the Pupil Premium grant
- Being a looked after child
- Being a child of Servicemen and Women.

At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs. In addition, there will be children with SEN who are attaining at the expected level, or above, i.e. children who are on the autistic spectrum, ADHD, visual impairment, hearing impairment, physical disabilities.

All staff, including the head teacher, SENCO and teachers use their assessments to monitor progress closely. This enables them to intervene at an early stage and support through carefully organised provision.

'for example using the outcomes of developmental assessments as outlined in the EYFS to target early help for children experiencing developmental delay can reduce the need for specialist services later on.' SEND Code of Practice 0-25 (2014)

A Graduated Approach to identification of SEN

In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing.

Stage 1

Quality First Teaching;

The School sets a high standard of quality first teaching which benefits a wide range of learners whether they have been identified as having SEND or not.

- Any children who are falling significantly outside the range of expected academic achievement in line with predicted performance indicators and own individual target will be monitored.
- Once a child has been identified as possibly having SEN they will be closely monitored and assessed by staff in order to gauge their barriers to learning.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the child's progress and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCo will be consulted as needed for support and advice. At times, observation of the child in class may take place.
- From the above it can be determined which level of provision is required and some intervention put into place if needed.
- If the pupil has recently been removed from the SEN list they may fall into this category as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child's development. They are encouraged to share information and knowledge with the school.
- The child is recorded on the provision map as being monitored due to the concern by parent or teacher but this does not place the child on the school's SEN register. It is recorded by the school as an aid to further progression and for future reference.
- Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

Stage 2 Special Educational Needs support

Where it is determined that a child does have SEN, parents will be formally advised of this and the child's name will be placed on the register. The aim of formally identifying a child with SEN is to help the school ensure that effective provision is put in place and so to remove barriers to learning. The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

Assess

This involves clearly analysing our children's needs using the class teacher's assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be

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considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome, and that the interventions being used are developing and evolving as required. Where external support is already involved their work will help inform the assessment of need.

Plan

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required: the impact on progress, development and or behaviour that is expected and a clear date for review.

These will be set out clearly in a School Focused Plan (SFP). This plan will include Quality First Teaching, SEN interventions, and desired outcomes.

Do

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class. They will work closely with the Teacher Assistants or specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the child's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

The SFP will be written annually and parents will be invited into school to discuss progress against the desired outcomes termly. The review process will evaluate the impact and quality of the support and interventions.

Nature of Intervention

The SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment.
- Some group or individual support;
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- Staff development and training to introduce more effective strategies or equipment.
- Access to LEA support services for one-off or occasional advice on strategies or equipment.

Managing Children on the SEN Register

School Focused Plan

All children on the SEN register will have a School Focused Plan (SFP) which is written annually. The SFP details information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them. It also details any other professionals who have contact with the child. Class teachers, parents, children and other professionals will all contribute to the SFP.

However support is provided, a clear date for reviewing progress should be agreed and the parent, pupil and teaching staff should each be clear about how they will help the pupil reach the expected outcomes. The SFP will be a working document and targets will be amended on time scales relevant to when a target needs changing. For example, a target may be for a week or a term. Parents' views on their child's progress can be sought at any point and SFP should be discussed at parents' evenings. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting SFP for the child will set out fresh 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 SFP continues to be the responsibility of the class teacher.

Stage 3

Referral for an Education, Health and Care Plan

Children with significant needs

If a pupil has lifelong or significant difficulties they may require a statutory assessment process. As a result of changes introduced by the Children and Families Act 2014, from 1st September 2014, Statements of Special Educational Needs and Learning Difficulty Assessments have been replaced with multi-agency 0-25 Education Health and Care (EHC) Plans, which consider a child/young person's needs, agreed outcomes for the child or young person and their longer term aspirations. This usually occurs where the complexity of need or lack of clarity around the needs of a child requires a multi-agency approach supporting assessment of needs or planning of an effective provision that removes barriers to learning.

EHC plans will include details of the following:

- what is important to and for the child/young person and their family
- needs and priorities identified by relevant professionals through recent assessments
- the agreed outcomes for the child or young person
- the provision that will be made to address agreed needs, actions to be taken, responsibilities for action, provision and resources
- arrangements for reviewing actions and outcomes, including the formal annual review

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents/Carers
- Teacher
- SENCo
- Social Care
- Multi agency professionals
- Health professionals

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Where the evidence presented to the LEA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LEA will consider the case for an Education, Health and Care Plan.

All Education, Health and Care Plans must be reviewed at least annually with the parents, the pupil, the LEA, the school and professionals involved will be invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the Plan. The Annual Review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

Step 5: Transition

At the review in year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents. The SENCO of the receiving school should be invited to attend the final annual review in primary school of pupils with EHCPs to allow the receiving school to plan an appropriate SFP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

The SENCO from the feeder secondary school will visit Year 6 pupils in the summer term and will have a handover with the primary SENCO. All SFPs and SEN records will be passed onto the appropriate secondary school.

Criteria for exiting the SEN register

If it is felt that children are making progress which is sustainable then they may be taken off the SEN register. If this is the case then the views of the teacher, SENCO, child and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the child off the SEND register then all records will be kept until the child leaves the school. The child will be continued to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the child requires additional assistance than the procedures set out in this policy will be followed.

Supporting pupils and families

Part 3 of the 2014 Children and Families Act ensures we give good support to children and young people aged 0-25 with special educational needs and disabilities (SEND), and their families by Publishing a Local Offer* of services and provisions. The information on Special Educational Needs at our school forms part of the Local offer offered by Cheshire East local Authority. This provides information for children and young people with Special educational needs and their parents or carers in a single place.

Class teachers, in partnerships with the SENCO are responsible for ensuring that children are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests then the SENCO will liaise with the class teacher to assess child's eligibility for access arrangements.

Supporting pupils at school with medical conditions

The 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 physical education. 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 children with medical conditions may also have special educational needs and disabilities, and may have an Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Training and Resources

There are three levels of support for pupils with SEND

- Universal Level- funding is provided on a per- learner basis for all those attending our school. This is known as element 1 funding
- Targeted level- mainstream providers (schools and academics) are expected to contribute the first £6,000 of the additional educational support provision for learners. This is known as element 2 funding.
- Specialist top up funding known as element 3 funding.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with a child with SEND.

The SENCO attends relevant SEN courses, and seek specialist training from outside agencies, and regularly attends for example, the educational psychologist or the autism team cluster meetings.

Roles and Responsibilities

Provision for children with SEND is a matter for the school as a whole.

Role of the Governing Body

The school Governing Body has important statutory duties towards pupils with special educational needs and disabilities.

- The Governors, working in partnership with the Head teacher, have responsibility for deciding the school's general policy and approach to meet the needs of SEN pupils.

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- Through the performance management process, Governors ensure that objectives for leadership and the school development plan include SEND.
- Through the school's self-review procedures, Governors monitor effectiveness of the school's SEND policy and provision. All Governors will have an up-to-date knowledge of the school's SEND provision.

The Head teacher

The Head teacher has responsibility for

- Day-to-day management of all aspects of the school's work including provision for pupils with SEND provision.
- Informing the Governing Body.
- Working closely with the SEND co-ordinator

Special Educational Needs co-ordinator (SENCO)

The SEN Coordinator (SENCO) responsibilities may include:

- Overseeing the day-to-day operation of the school's SEN Policy.
- Coordinating provision for children with special educational needs
- Liaising with and advising teachers
- Managing learning support assistants
- Overseeing the records of all children with special educational needs
- Liaising with parents of children with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.
- Ensuring screening for SEN is effective and monitoring the impact of interventions.
- Monitoring of support/quality first teaching, alongside monitoring of attainment of SEN children against their own targets and against SEN national data.
- Attending regular meetings with SEN Governor to audit SEN provision within school.
- Storing and managing Information

Documents relating to pupils on the SEND register will be stored in fireproof cabinets in the school office, these cabinets are kept locked. The school has a confidentiality policy which applies to all written pupil records.

Accessibility

The Disability Discrimination Act as amended by the SEN and disability Act 2001, places a duty on all schools to 'increase over time' the accessibility of schools for disabled pupils and to implement their plans. Please refer to our Accessibility Document.

Complaints procedure

The school has a complaints procedure which applies to complaints about SEND provision. Please refer to the Complaints Policy.

Linked Policies/Documents;

- Accessibility Document
- Anti-bullying Policy
- Behaviour and Exclusion policy
- Complaints Policy
- Confidentiality Policy
- Data protection policy
- Equality Plan
- Medical policy

Review of the Policy

This policy will be reviewed by the governors on an annual basis.