



POLICY DOCUMENT

SEND POLICY

Date Reviewed	October 2015
Date Ratified by Governors	October 2016
Review Date	October 2017
Responsible Person	Mrs K Davies

Meadow Park School - Special Educational Needs & Disability (SEND) Policy

SENCO: Kate Davies (BA QTS (HONS); National Award for SEN Coordination)

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 2, 3 & 4 (July 2014)
- Safeguarding Policy

Statement of Intent

We work in a person centered way at Meadow Park. This means that we put your child and parents/carers at the very heart of planning and decision making. If your child has any special or additional educational needs then we will seek the appropriate guidance to put strategies and interventions in place in order to help your child to make the best progress possible. As well as utilising the specialist skills we have within our own team of staff, we may also need to consult with professionals from outside of the school to provide us with guidance and support.

If your child has a significant or very complex special educational need, we may apply to the Local Authority for a joint Education, Health and Care Plan to be put in place. This is a multi agency plan which is drawn up with your child, parents/carers and everyone working with your child / family in order to meet all the special needs your child may have. A thorough assessment is conducted to help decide whether a plan is needed or not. If a plan is needed, then the Local Authority and other services may release extra resources, or the plan may give access into a more specialist school setting.

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provide in the SEND Code of Practice, 2014.
3. To operate a person-centred approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy.
5. To provide support and advice for all staff working with special educational needs pupils.

Types of SEN

SEN is divided into 4 types:

- Communication and Interaction - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- Social, Emotional and Mental Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- Sensory and/or Physical Needs – this includes children with sensory, multisensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN. Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

Identification, Assessment and Review

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies. Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. The "Knowsley SEND School Support File" is used to determine special educational need and " descriptors are used to identify a child or young person's special educational needs, what level of support they are expected to offer and how to arrange and monitor the support given.

Reviews of pupils with Education, Health & Care plans (formerly Statements), an annual review meeting has to be held in addition to this. Pupil Profiles are used to record additional provision for pupils on the SEND register.

A Graduated Approach to SEN Support

At Meadow Park School, we adopt a “high quality teaching” approach. The key characteristics of high quality teaching are:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently

Teachers are 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 SEND; additional intervention and support cannot compensate for a lack of high quality teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutiny and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching. Class teachers, supported by the Senior Leadership Team, should make regular assessments of progress for all pupils. This is recorded half-termly and managed by Progress Manager (Jackie Cleary). These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child’s previous rate of progress
- fails to close the attainment gap between the child and their peers

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

Assess

In identifying a child as needing SEN support the class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing. As part of this information gathering process the school can use the checklists found in "Knowsley SEND School Support File".

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them (if the parents agree).

Plan

The teacher and the SENCO should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any Learning Facilitators or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Headteacher, Deputy Head and SENCo analysis of pupil tracking data
- monitoring of procedures and practice by the SEND governor School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements meetings of parents and staff, both formal and informal.

Managing Pupils SEN Needs

All children on the SEND Register will have a Pupil Profile, which details important information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professional will all contribute to the Pupil Profile. The Pupil Profile is designed to be a working document which is updated to reflect the current needs of the child.

Class teachers/ Form Tutors are responsible for evidencing progress according to the outcomes described in the plan.

Specialist Support

Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.

The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

Education, Health and Care Needs Assessments

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

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 may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) 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

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. Staff undertake regular whole-school meetings.

The school's SENCO regularly attend the Knowsley SEN Collaborative Meetings to keep up to date on current issues.

Governors will ensure that:

- the necessary provision is made for any pupil with SEND all staff are aware of the need to identify and provide for pupils with SEND
- they have regard to the requirements of the Code of Practice for Special Educational Needs (2001)
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND.

The **Head Teacher** is responsible for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENCo
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole

The **special educational needs co-ordinator** (SENCo) is responsible for:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up Pupil Profiles (PPs), targets appropriate to the needs of the pupils , and advising appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. SNAP-B data, PIVATS, Pupil Profiles, IEPs
- contributing to the in-service training of staff
- liaising with the SENCos in receiving schools and/or other primary schools to help to provide a smooth transition from one school to the other by working with partner SENCos.

Class teachers are responsible for:

- Providing high quality teaching for all children
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCo, parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND

Learning Facilitators/ Learning Mentors should be:

- fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- use the school's procedure for giving feedback to teachers about pupils' progress.
- TAs work as part of a team with the SENCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing Pupil Profiles and monitoring progress.

Storing and Managing Information

Documents relating to pupils on the SEND register will be stored with their Pupil File in fireproof cabinets in the Leadership Office; these cabinets are locked overnight. SEND records will be passed on to a child's next setting when he or she leaves Meadow Park School.

Complaints

The school has a complaints procedure which applies to complaints about SEND provision. This can be found on the school website under the "Policies" tab.

Review

This document is reviewed on an annual basis.