



Love To Learn

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

**ADOPTED DATE: MAY 2019
REVIEW DATE: MAY 2020
DRAFT: APRIL 2020**

**Malcolm Sargent Primary School
Empingham Road
Stamford PE9 2SR**

This policy takes full regard of the SEND Code of Practice 2014

SENCO:

Mrs Tina Cox (KS1/FS) – Fully accredited with National SENCO Award
Mr Tim Cox (KS2) – Undergoing accreditation in 2017/18

SEN Governor: Sam Stanier

Contact with the SENCO should be made through the school office: 01780 756056 or enquiries@malcolmsargent.lincs.sch.uk

Compliance

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

- Local Offer For SEN at Malcolm Sargent Primary School in Lincolnshire
- Equality Act 2010: advice for schools DfE (February 2013)
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan

This policy was created by the school's SENCO in consultation with the school's SEND Governor reflecting the SEND Code of Practice 0 – 25 (2014) guidance.

SECTION 1 – Inclusion Statement

All children are individuals and have varying needs throughout their time at Malcolm Sargent School. All staff recognise that every child has gifts, abilities and weaknesses, which need to be adequately addressed by their class teacher. We believe that “every teacher is a teacher of every child or young person including those with SEN” (Nasen, 2014) and, in line with the SEND Code of Practice 0 – 25 (2014) class teachers are responsible for the learning and progress of all children. The school's SENCOs, Senior Leadership Team (SLT) and Teaching Assistants support teachers and pupils with additional provision and strategies to ensure all pupils make progress towards achieving their personal potential. This policy includes children who have significantly greater difficulty in learning than the majority of children of the same age and those with a medical diagnosis or disability where any special provision needs to be made.

All children must have an **equal opportunity** to take part in a broad and balanced curriculum and in all activities of the school. Where necessary, special arrangements may need to be made for those children with specific needs, e.g. hearing impairment, communication difficulties, physical disabilities, medical disabilities. Those who have additional needs will be encouraged to develop their strengths, take responsibility and be helped to become as independent as possible.

Through our inclusive practices we endeavour to:

- achieve **maximum inclusion** of all children (including vulnerable learners who may have additional barriers to learning other than special educational needs such as 'disadvantaged children') whilst meeting their individual needs.
- provide **differentiated learning opportunities** for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to the school curriculum.
- make every effort to **narrow the gap** in attainment between vulnerable groups of learners and others.
- focus on individual progress against the **child's potential** as the main indicator of success.
- make a clear distinction between children who are not achieving their personal potential due to special educational needs and those who are achieving below age related expectations, but are deemed to be achieving in line with their underlying personal potential. For example:
 - Some pupils may be assessed as having a low underlying innate capability in tests such as verbal and non-verbal reasoning. These children may be below expectations for their age, but working at their potential, and NOT underachieving or be considered to have a special educational need.
 - Other pupils will have special educational needs and this **may** lead to them not achieving their personal potential. It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their potential. Accurate assessment of need and the use of evidence-based programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

SECTION 2 – Our Aims and Objectives for children with Special Educational Needs and Disabilities

Aims

Malcolm Sargent Primary School aims to:

- **Close the gap** between current achievement and potential achievement
- **Support their self-esteem** and emotional well-being to ensure this does not become a barrier to their learning and achievement
- **Encourage independence** and motivation so that these children have the life-skills to reach their potential without dependency on others, wherever possible
- **Listen to children's views** and involve them in planning their education
- **Work in partnership** with parents

Objectives

The above aims will be realised in the school environment as follows:

- All pupils will have access to a **broad and balanced curriculum** using appropriate learning objectives in line with the age-related expectations appropriate to them
- Specific individual needs will be taken account of at the planning stage in order to **differentiate provision**, resources and support in order to scaffold their achievement
- Various groupings and peer support will be used to **create opportunities** for children to take on different roles
- The SENCo and class teachers will organise **effective use** of people, interventions, resources and time to maximise the learning
- The school will **liaise with other agencies** e.g. Specialist Teaching Team, Educational Psychologists, Health and Social Care, Education Welfare Service and any voluntary organisations to provide more specialist support.

SECTION 3 – Special Educational Needs Referral and Identification Procedures (see Appendix 1)

At Malcolm Sargent Primary School we will endeavour to identify pupils with SEND at an **early stage** in their education although we recognise that some pupils' needs will only become evident as they develop.

The school will undertake **thorough assessments** of the child, to identify their needs, working with the views of the child, parents and adults who work with them, to determine whether the child is reaching their potential, and if not, whether they require further support beyond what is normally provided for all children within the classroom setting.

A pupil will be deemed to have Special Educational Needs *“where their learning difficulty calls for special educational provision, namely provision **different from or additional to** that normally available to pupils of the same age.”* (SEND Code of Practice 0 – 25, 2014, p94)

Where a pupil is identified as having a Special Educational Need or Disability, their needs will be categorised as per the SEND Code of Practice 0 – 25 (2014) into the following four headings:

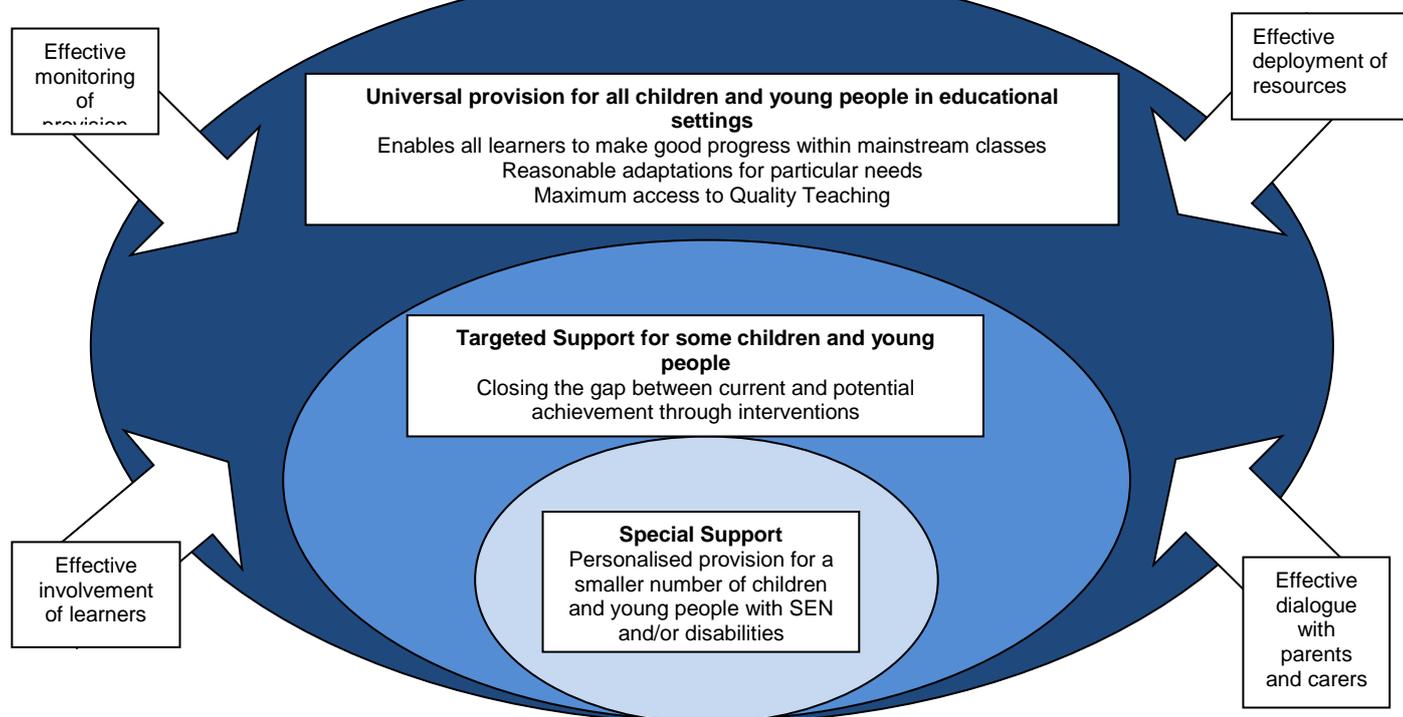
- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

We recognise that some pupils' progress and attainment is affected by factors other than a Special Educational Need. For example:

- their attendance and punctuality
- their health and welfare
- having English as an Additional Language (EAL)
- being in receipt of the Pupil Premium Grant
- being a Looked After Child (LAC)
- being a child of a serviceman/woman

SECTION 4 – The Provision & Support Of Children With Special Educational Needs and Disabilities.

The school uses a graduated response as laid out in the SEND Code of Practice 0-25 (2014), to support all children.



Universal Support

Children whose **needs can be met through universal provision**, through high quality teaching, effective monitoring, deployment of resources, involvement of learners and parents, and who are therefore, reaching their potential, are not deemed as having a Special Educational Need.

Targeted Support

Children who are **not reaching their potential** through day to day universal support may be given additional support as is necessary within class, or through pre and post teaching interventions.

Special Support

Children who have been identified as **not reaching their potential, despite targeted support**, have a Special Educational Need. Children will be supported through an annual cycle where targets are set based on their needs, provision is planned and its success is evaluated through the review of the child's targets. This occurs three times a year, (please see SEND Target Set & Review Procedure – Appendix 2).

Children are supported in this support and review process through a range of different documents, as follows:

SEND Register

A list is maintained of all children on the SEND Register in one or more of the following categories:

- **Medical** – Children with a diagnosed medical condition that needs careful monitoring, involving a care plan with detailed management strategies.
- **SEND Support** –
 - Children needing **school-based** support, provision and intervention that is additional to or different from well differentiated quality first teaching available to all children or
 - Children needing the involvement of outside agencies working in collaboration with the school and/or parents in providing appropriate support, provision, intervention and care.
- **EHC Plan** – Children with a legal document detailing the support, provision and intervention necessary in meeting their severe and complex needs, enabling progress and achievement.

The Register also includes children who may have other barriers to their learning, but who may or may not have a Special Educational Need.

- **Looked After Child (LAC)** – The definition of looked-after children (children in care) is found in the Children Act 1989. A child is looked after by a local authority if a court has granted a care order to place a child in care, or a council's children's services department has cared for the child for more than 24 hours. LAC children have a Personal Education Plan (PEP) which is updated at termly meetings, led and reviewed by their social worker.
- **Team around the child (TAC)** – A TAC is a multi-disciplinary team of practitioners established on a case-by-case basis to support a child, young person or family following a successful Early Help Assessment (EHA) submission.
- **Child In Need (CIN)** – A CIN is a multi-disciplinary team of practitioners established on a case by case basis with social service involvement to support a child, young person or family, following a safeguarding referral that places the child at risk from harm, (Section 47).
- **Child Protection Plan (CP)** – A CP Plan is written with the aim of reducing any significant risk to the safety and wellbeing of a child, following a safeguarding referral that has led to a Section 17. They are led by social services, and include a team of practitioners.

The Needs Profile

The Needs Profile, is a working document, written by the school, parents and the child, and using the views and recommendations set by other professionals. It is reviewed three times a year, and shared with other agencies and professionals, and staff in school, as is deemed necessary to support the child.

The Needs Profile may be enhanced to include a Pastoral Support Plan or a Previously Looked After Child Plan if required. The enhanced plan includes further detailed provision and strategies, which are reviewed with parents, the child, professionals and school staff including a member of the leadership team at least three times per year. In setting SMART targets, and detailing provision and management strategies, regarding the child, school and family, stakeholders work together to ensure home/school collaboration and provision helps the child to overcome barriers to learning and progress.

(See Appendix 3)

All plans are written with the **child's needs at the centre**, using the voice of the child, using child and parent friendly speak wherever possible. It includes:

- The positives and successes for the child, alongside their difficulties and needs.
- The child's **targets** (up to three), and what is needed to help the child to achieve them. Targets are realistic, short, and measurable, taking the small steps needed to allow the child to make progress on the relevant areas they are working on. A range of documents may be used to support in accurate target setting, such as the National Curriculum subject statements, PIVATS (Performance Indicators of Value Added Targets Statements), Pre-Key Stage Descriptors, Autism Education Trust Measures, recommendations and targets set by professionals from their assessments.
- The **provision** that is planned for the child, to enable them to meet their targets, and the support and strategies in place, are all reviewed three times a year, so that successes and weaknesses can be identified early and relevant changes made quickly.
- **Professionals' opinions**, recommendations and diagnoses.
- **The views of the child, the school and parents.**

Should a child's needs be assessed as requiring **significant support beyond the notional school funding** available, when reviewing progress, the school or parents may deem it necessary to request an Education, Health and Care Needs Assessment. Children who have an Education, Health and Care Plan (EHCP), will have the plan reviewed three times a year, using an Intensive Support Plan format. This will support and inform the Annual Review process for the EHCP.

Education, Health and Care Plans

“Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND 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.”

(SEND Code of Practice 0 – 25, 2014, p95)

Pupils with an EHCP will have access to all arrangements for pupils on the SEND register and, in addition to this, will have an Annual Review of their plan which the Local Authority may attend.

Our school will comply with all local arrangements and procedures when applying for an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our £6000 devolved budget at an earlier stage.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local LCC policy and guidance - particularly with regard to the timescales set out within the process. (See Appendix 4) We review the EHCP three times a year, including the Annual Review, using a workable copy of the plan, and more times should this be needed. These amendments and adjustments are then ratified into a new EHCP formally during the Annual Review held once per year and the new EHCP is then produced by the local authority.

The Individual Healthcare Plan

The Individual Healthcare Plan (IHC), is a working document, written by the school, parents and the child, and using the views and recommendations set by other professionals. It is reviewed once a year, and shared with other agencies and professionals, and staff in school, as is deemed necessary to support the child, (See Appendix 5)

Provision for Children with SEN

The plans undertaken with children, their families, outside agencies and the school, as outlined above, aim to ensure all children with Special Educational Needs have **full access to a broad and balanced curriculum**, through making adjustments to enable them to reach their potential and for their needs to be met. Provision ranges from minor adjustments made to classroom practices such as strategic positioning of the child in class, through to individualised timetables and work programs that differ entirely to the age related expectations of the child. This will be dependent upon the severity of the child's needs. Full details of our Provision Planning, can be found in Appendix 6.

Assessment

Assessment and moderation of children with Special Educational Needs is **ongoing** through observations, marking, feedback and continuous assessment of children in class. Teachers and teaching assistants will contribute to the overall judgements that are made on whether targets have been met, and how the child is progressing towards reaching their individual potential.

Teachers meet at least once per term, to **moderate** judgements made on children's achievement and progress, with other teachers across the year group, and within year groups. Teachers also moderate with other schools at least once a year, to support their judgements.

Children who have specific targets set from evidence based intervention strategies, may have smaller, more frequent assessments, to track progress and achievement, all of which is recorded and maintained in the child's SEN files, for use by other professionals in contribution to the reviews.

Teachers meet at least three times a year to **analyse the achievements and progress** of children with Special Educational Needs, to identify when children are still not making sufficient progress to reach their potential, as 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*
- *widens the attainment gap"*

(SEND Code of Practice 0 – 25, 2014, p95)

SECTION 5 – Roles & Responsibilities

Management of Inclusion within our school

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this policy to the Special Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to the head and the link governor with responsibility for SEND on the ongoing effectiveness of this inclusion policy.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Headteacher

- the head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO)
- the head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - maintenance and analysis of data (could be devolved to another member of the SLT and SENCO)
 - analysis of key data summary and other reports including RaiseOnline, FFT, Local Authority reports
 - feedback from Year Leaders following Data Analysis Meetings
 - regular meetings with the SENCO
 - discussions with pupils and parents

Special Educational Needs Coordinator

In line with the recommendations in the SEND Code of Practice 2014, the SENCo will oversee the day- to-day operation of this policy in the following ways:

- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- liaising with parents of children with SEND, in conjunction with class teachers
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with a statement of special educational need (until 2018). Complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
- carrying out referral procedures to the Local Authority to request additional funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget),

that a pupil may have a special educational need which will require significant support,

- overseeing the smooth running of transition arrangements and transfer of information for all pupils on the SEND register
- monitoring and quality assuring the school's SEND procedures and all relevant documentation in accordance with the performance management for Teachers and Teaching Assistants
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- liaising sensitively with parents and families of pupils on the SEND register, keeping them informed of progress and listening to their views
- attending area SENCO network meetings and training as appropriate
- liaising with the school's Link Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with SEND (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners
- maintenance and analysis of provision maps for vulnerable learners

Class Teacher

- liaising with the SENCO to agree which pupils require additional support because of a special educational need or disability and need to go on the school's SEND register. Some of these pupils may require advice/support from an outside professional; this would include pupils with EHC Plans.
- securing good provision and good outcomes for all groups of vulnerable learners by :
 - providing differentiated teaching and learning opportunities
 - ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies. (SEND Code of Practice 2014)
 - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.
 - Ensuring the day to day provision of the children through the SEN Plan and EHCP is being delivered through the implementation plan effectively.
 - Liaising with the SENCO should there be difficulties with the implementation of an SEN Plan or EHCP.

Teaching Assistant

- liaising with the Class Teacher to discuss data, targets, set, facilitate and deliver relevant evidence based interventions and support the review of SEND Pupil Profiles at least termly
- securing good provision and good outcomes for all groups of vulnerable learners by :
 - facilitating more quality time for teacher-led interventions by providing relevant class teacher support as appropriate
 - working on agreed targets with pupils with SEND which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies. (SEND Code of Practice 2014)
 - maximising outcomes for all groups of vulnerable learners both within the whole-class setting and through small-group and 1:1 interventions

Training & Ongoing Professional Development for the Support of SEND

- In accordance with Section 6 of the SEND Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENCO will regularly attend local network meetings
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Head teacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

Resources

- All SEND resources, equipment, books, sensory and other specialist equipment, will be funded by the devolved SEND budget.
- Teaching Assistant support for children with SEND, will be funded by the devolved SEND budget, up to £6000 support time a week.
- Social Integration Coaching support for children with SEND, will be funded by the devolved SEND budget and added to by the Pupil Premium budget where appropriate (to support those children with both SEND and other vulnerabilities such as is covered by this budget).
- Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

Partnership with Parents/Carers

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

- 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
- 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 all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Involvement of Pupils

We recognise that all **pupils have the right to be involved in making decisions** and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- attend and be involved in the review and target setting meeting where appropriate
- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum **so that they know what their targets are and why they have them**
- self-review their progress and set new targets
- (for some pupils with special educational needs) monitor their success at achieving the targets

Effective Transition

- **We will ensure early and timely planning for transfer** to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of SEND support and all those with EHCPs. Pupils with EHCPs will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the pupil will be carefully planned and will include familiarisation visits and emotional support. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENCo will liaise

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide

effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*)

Complaints

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, following the school Complaint Procedures.