



Special Educational Needs and Inclusion Policy

Reviewed in July 2019
Review Date: July 2020

'A pupil has SEN when their learning difficulty or disability calls for special educational provision, namely provision different from or different to that normally available to pupils of the same age.'

SEN Code of Practice 2014

Our School

The whole team at our school is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in our community. Every child and family is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers and teaching assistants. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable children to work towards the development of 'life skills' and instill life-long learning aspirations for everyone through a range of activities which are fun and enjoyable.

Our Mission Statement

'Sowing the Seeds to Success' is a principle we apply to all children by supporting and valuing the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.

Our School adopts a 'whole school approach' to special educational needs and disabilities. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs and disabilities can fulfil their potential and achieve optimal educational outcomes.



Our Inclusion statement

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. At Meadowside, we recognise the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

Aims and Objectives of this Policy

- To reach high levels of achievement for all
- To be an inclusive school
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Can my child attend Meadowside?

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.



What is the SEND Code of Practice?

The SEN Code of Practice, 2014, is current legislation that schools must follow. Meadowside School adopts the levels of intervention as described in the SEN Code of Practice, 2014. The Code of Practice advocates a graduated response to meeting pupils' needs with SEND. This involves the Assess, Plan, Do, Review Cycle.

Who is responsible for the management of SEND at Meadowside?

The governing body has delegated the responsibility for the day to day implementation of the policy to the SENCo who has Qualified Teacher Status and has worked with children with a range of Special educational needs.

Meadowside C P School's Special Educational Needs and Disabilities Coordinator (SENCo) is Miss Fran Campey

If you have an SEND issue you are invited to email Rebecca Maiden, SEND coordinator f.campey@meadowsideacademy.org or telephone school on 01423866207 and make an appointment for a meeting.

All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions. Teaching Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is pupil centered.

The SENDCo is responsible for:

- overseeing the day-day operation of this policy
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing learning support assistants support pupils with SEND
- overseeing the records on all children with SEND
- liaising with parents of children with SEN (in conjunction with class teachers)
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

The SENDCO is responsible for reporting to the governor with responsibility for SEN on the day-day management of SEN policy. Termly meetings will take place.

How do you identify a child with special educational needs?

We accept the principle that pupils' needs should be identified and met as early as possible. There are four areas of need as stated in the SEND Code of Practice, 2014.

- Communication and Interaction (C and I)



- Cognition (Cog)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (CLA)
- Being a child of a service woman/man.

The SENDCO works closely within the senior leadership team, using whole-school tracking data as an early identification indicator. We use a number of additional indicators of special educational needs which include:

- the analysis of data, including entry profiles at Foundation Stage, baseline and end of Foundation Stage data, Year 1 Phonics Screening Check, Standard Attainment Tests (SATs), reading ages, annual and termly pupil assessments.
- The use of our local authority SEND criteria
- The following up of teacher concerns
- Following up of parental concerns
- Tracking individual pupil progress over time
- Information from previous schools on transfer
- Information from other services

The SENDCO maintains a list of pupils identified through the procedures listed; this is called the SEND Register. This list is reviewed each term when a detailed analysis of the list takes place. For some pupils a more in depth individual assessment may be undertaken by the school or other educational or health professionals.

What will happen if my child is identified as having SEND?

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND Register. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results. Placement of a pupil on the SEND Register will be made by the SENDCO after full consultation with parents at an Individual Provision Map review. External support services may advise on targets for a new IPM and provide specialist inputs to the support process. IPM intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period



- Continues to work at National Curriculum levels considerably lower (one year lower) than expected for a pupil at a similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved. The resulting IPM may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults

How will I know what targets my child is working towards?

All pupils on our SEND Register will have an Individual Education Plan setting out targets and any provision made that is additional to and different from usual classroom provision. This is reviewed termly. For pupils with an Education Health Care Plan (EHCP), provision will meet the recommendations on the plan. This is reviewed annually with all those involved.

The IPM will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The IPM will be created through discussion with both the pupil and the parent or carer and has a strong focus on the outcomes for the child.

IPMs will be reviewed termly or sooner if necessary, with the inclusion of parents, carers and pupils' views. Sometimes other agencies may be a part of this process too.

How will my child be supported to access the curriculum?

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. An Individual Provision Map (IPM) records a graduated response to individuals. The range of provision may include:

- in class support for individual or small groups with an additional teacher or Teaching Assistant (TA)
- small group or individual withdrawal for a specific and measureable intervention usually delivered by a qualified TA or Teacher.
- further differentiation of resources
- study buddies
- homework/learning support club



- Provision of alternative learning materials/ special equipment
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychology Service Steps or other support services for advice on strategies, equipment, or staff training.

How will my child's progress be monitored?

Progress is the crucial factor in determining the need for additional support.

Good progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

What records will be kept on my child?

The school will record the steps taken to meet pupils' individual needs using an Individual Provision Map (IPM) This is discussed with the pupil and parents and is reviewed termly. In addition to this, school keeps an Inclusion Passport where all information on the child is kept in one document. This is added to at least annually. Copies of both of these are shared with parents. The SENCo will maintain the records and ensure access to them. In addition to the usual school

records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

Why would school request a Statutory Assessment on my child?

The school will request a Statutory Assessment from the Local Authority (LA) when, despite an individualised programme of sustained intervention within SEND Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions
- Current and past IPMs
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum levels.
- Other relevant assessments from specialists such as support teachers and educational psychologists



- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals
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What is an education, care and health plans (EHCP) for?

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Of shorter term
- Established through parental/pupil consultation
- Set out in an Action Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

Reviewing an EHCP

EHCPs must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- A representative of the SEN Inclusion and Assessment Team
- The Educational Psychologist
- Any other person the SENCO or parent/carer considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

At Key Stage Phase transitions Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the SEN Code of Practice 2014, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEND.

As a parent/carer, how can I gain further information about SEND at Meadowside?



If you have an SEN issue you are invited to email Rebecca Maiden SEND coordinator
r.maiden@meadowside.n-yorks.sch.uk

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

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

How is my child involved in their learning needs?

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

- state their views about their education and learning
- identify their own needs (self-assessment and self-evaluation, Assessment for Learning)
- share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition pupils who are identified as having SEND are invited to participate in:

- IPM reviews and setting of individual targets
- Regular meetings with their Key Workers who are named adults in the school

What special provision do you provide?

The school has the following special facilities:

Wheelchair access;

Disabled toilet with hand rail;

All mainstream classrooms are:

- carpeted (excluding cloakroom and practical areas),
- Blinds and curtains in classrooms to reduce glare. (Important for lip-reading)
- Access to outside doors for wheelchairs
- Dyslexia friendly displays



- Individual adaptations will be made for specific pupils e.g. chair supports and individual work stations.

Links with education support services

We aim to maintain useful contact with support services in Children and Young People's Services. For pupils on our SEND Register any one or more of the following agencies may be involved:

Educational Psychologist,
Enhanced Mainstream Services (EMS)

Links with other services and schools

Effective working links are maintained with:

Occupational Therapy Service
Physiotherapy Service
Hearing Impaired Teachers
Speech and Language Therapy Service
Other Children and Young People's Services
Community Health Service
Family support and safeguarding
Parent Partnership Service

What training is undertaken at Meadowside?

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development. The SENCo regularly undertakes training development opportunities to stay in line with current legislation. The SENCo provides regular training opportunities with the whole staff to ensure they are equipped to effectively meet the needs of all pupils in their class.

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What resources are available at school?

The provision for SEND is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy. Resources for SEN may include:

Specialist Programmes of Intervention
Training
Teaching Assistants
Specialist Teachers
Specialist Equipment

Further Information can be found on the SEND Information Report on our school website under Parents- SEND. There is also a link to the North Yorkshire Local Authority Local Offer where further information can be found.

Can I be involved in reviewing the SEND Policy?

This policy was developed through consultation with staff, parents, carers and pupils. The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice



each year. The outcomes of this review are used to inform the School Improvement Plan.

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This Policy was reviewed in July 2019

Signed by: Fran Campey SENCo

Head teacher: Rebecca Maiden

SENDCo: Fran Campey

Parent SEN Governor: