

Robert Mellors

Primary

and

Nursery

School



SEN Policy



Special Educational Needs Policy

Contents:

| | |
|--|----|
| 1. Mission Statement | 4 |
| 2. Aims and objectives | 4 |
| 3. Responsibility for the coordination of SEN provision | 5 |
| 4. Arrangements for coordinating SEN provision | 5 |
| 5. Admission arrangements | 5 |
| 6. Specialist SEN provision | 5 |
| 7. Allocation of resources for pupils with SEN | 6 |
| 8. Identification of pupils' needs | 6 |
| 9. Access to the curriculum, information and associated services | 9 |
| 10. Inclusion of pupils with SEN | 9 |
| 11. Evaluating the success of provision | 10 |
| 12. Complaints procedure..... | 10 |
| 13. In service training (CPD) | 10 |
| 14. Links to support services | 11 |
| 15. Working in partnership with parents | 11 |
| 16. Links with other schools | 11 |
| 17. Links with other agencies and voluntary organisations | 12 |

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so 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.

The coalition government reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

1. **Mission statement**

We aim to enable all children to benefit as fully as possible from all areas of the curriculum. In doing this we recognise that some children may experience difficulties from time to time which may be obstacles to learning, whether physical, intellectual, emotional, behavioural or social.

2. **Aims and objectives**

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Our aims are:

- To ensure that all children regardless of SEN will have the opportunity to access the National Curriculum in a broad and balanced way.
- To ensure all children will have the opportunity to achieve success.
- To value the individual strengths of all children and use these strengths to enable them to achieve success
- To develop the full potential of each child.
- To enable each child to develop the basic skills they will need in order to succeed in adult life.

Objectives

Identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services prior to the child's entry into the school or as quickly as possible once in school.

Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.

Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.

Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.

Create a school environment where pupils feel safe to voice their opinions of their own needs. This means providing regular one to one meetings between pupils and their teacher and/or SENCo and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged

through wider opportunities for participation in school life e.g. membership of the School Council.

3. **Responsibility for the coordination of SEN provision**

- The person responsible for overseeing the provision for children with SEN is John Richardson [SENCO]
- The person co-ordinating the day to day provision of education for pupils with SEN is John Richardson [SENCO]
- The lead TA involved with the provision for children with SEN is Wendy Alenson

4. **Arrangements for coordinating SEN provision**

The SENCO will hold details of all Intervention Tracking documents and Review Meeting minutes for individual pupils.

All staff can access:

- The Robert Mellors Primary and Nursery School SEN Policy.
- A copy of the full SEN Register or alternative school document used for tracking this cohort.
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans).
- Information on individual pupils' special educational needs, including interventions planned and the targets set through them.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information on current legislation and SEN provision in the staff office.
- Information available through Nottinghamshire's SEND Local Offer.

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special educational needs and their requirements which will enable them to provide for the individual needs of all pupils.

5. **Admission arrangements**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

6. **Specialist SEN provision**

Robert Mellors Primary and Nursery School has approximately 20% of pupils with SEN.

At September 2014, we have 16 teaching assistant members of staff who work alongside class teachers to provide support for our children with SEN. We also employ an Emotional Well-being teacher and Reading Recovery Teacher.

We are committed to whole school inclusion. For more information on our provision for inclusion see section 10.

7. **Allocation of resources for pupils with SEN**

All pupils with SEND will have access to Element 1 and 2 of a school's budget. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Redhill Family of Schools. For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

The SENCo and SLT team will work in consultation with class teachers and support staff to ensure the most efficient use of any additional funding that is allocated to specific children with SEN.

8. **Identification of pupils needs**

Identification

See definition of Special Educational Needs at start of policy

A graduated approach:

Quality First Teaching

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression 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 and may wish to observe the pupil in class.

If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.

Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN list. Parents are given this information. 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.

SEN Support

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

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, 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 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 staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

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. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

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

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an E.H.C. Plan will be taken at a progress review.

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

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting the Parent Partnership Service on: 0115 948 2888

Education, Health and Care Plans [EHC Plan]

Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. **Access to the curriculum, information and associated services**

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

The school will endeavour to best meet the needs of each child with SEN by considering the following:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

10. **Inclusion of pupils with SEN**

The SENCO oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team together with the SENCO to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub (M.A.S.H.) and School Behaviour & Attendance Partnership (SBAPs).

11. **Evaluating the success of the provision**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This will happen through SEN review meetings as well as informal meetings throughout the year.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCo and information is gathered from different sources such as child and parent surveys, teacher and staff discussions, parents evenings and informal discussions with staff and parents. This will be collated and published by the governing body of a maintained school (or the proprietors of Academy schools) on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

12. **Complaints procedure**

Robert Mellors Primary and Nursery School has a complaints policy that can be obtained through the Headteacher or school office.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint.

13. **In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

Our school runs continuous CPD for relevant staff from many different sources including:

- Professional Development days
- Training organised by the Local Authority
- School cluster training
- Key Phase training
- Whole school training

Training is targeted at those that will benefit most from the individual sessions. This could be teaching assistants, NQTs, midday supervisors etc.

The SENCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

14. **Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and

information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo, who will then inform the child's parents.

15. Working in partnerships with parents

Robert Mellors Primary and Nursery School believes that a close working relationship with parents is vital in order to ensure

- early and accurate identification and assessment of SEN leading to the correct intervention and provision
- continuing social and academic progress of children with SEN
- personal and academic targets are set and met effectively.

Parents are kept up to date with their child's progress through progress reports, parent's evenings, provision reviews, and reports at the end of each year.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO or class teacher may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN governor may be contacted at any time in relation to SEN matters.

16. Links with other schools

Transition

There are formal transition review meetings for pupils in Y6 (transition plans).

17. Links with other agencies and voluntary organisations

Robert Mellors Primary and Nursery School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCo is the designated person responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Signed _____ Mrs Laplanche
(Headteacher)

Date _____

Signed _____ Mr Richardson
(SENCo)

Date _____

Signed _____
(SEN Governor)

Date _____

This policy will be reviewed annually.