



Monton Green Primary School

Special Educational Needs Policy

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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 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 Salford 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. Information about Salford LA's Local Offer can be found at: www.salford.gov.uk/localoffer. Alternatively parents can telephone 0161 909 6566 to request a booklet.

Mission statement

Being the best we can be together!

At Monton Green Primary School we are proud to provide a safe, stimulating and inclusive learning environment, where every member of our community is valued and respected.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

Together we take pride in making a positive contribution to our school and the wider community.

1. 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.

Objectives

Staff members seek to 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 and early years settings prior to the child's entry into the 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 barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCO and Headteacher 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 their child's education.

Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include the Early Intervention Team (Family and Parenting Support Workers, Financial and Housing Advisors), Children's Social Care, Educational Psychology Service, Speech and Language Therapy, Children and Adolescent Mental Health Service (CAMHS), Local Authority Learning Support Service, Paediatric Occupational and Physiotherapy Services and Consultant Paediatrician in Community Child Health.

Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals.

Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and Playground Friends on the playground.

2. Responsibility for the coordination of SEN provision

The person responsible for co-ordinating the provision for children with SEN is Sue Robinson, (SENCO/Assistant Headteacher with responsibility for Pupil Inclusion and Welfare)

3. Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN records for individual pupils.

All staff can access:

- The Monton Green Primary School SEN Policy and a copy of the full SEN Register.
- Guidance on identification of SEN in the Code of Practice.
- Information on individual pupils' special educational needs
- Targets set and copies of their individual, costed support plans
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information available through Salford's SEND Local Offer.

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

4. Admission arrangements

Admission to Monton Green is via the Salford LA Co-ordinated Admissions Scheme. This Scheme is operated 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.

5. Specialist SEN provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary.

In addition, our school is specially resourced by the Local Authority to offer 10 places for those children from around the authority with moderate and more complex learning needs, who are unable to have their needs met in the mainstream environment.

6. Facilities for pupils with SEN

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

7. Allocation of resources for pupils with SEN

Schools must make universal provision for all pupils using their basic per pupil funding. In Salford Primary Schools basic per pupil funding equates to £2,780.00 per pupil.

'*Universal provision*' means the provision which is available to all pupils to enable them to access the curriculum. At Monton Green, basic per pupil funding constitutes the budget for the following provision for all children:

- Class teacher (maximum ratio of 1 teacher to 30 pupils)
- Class teacher absence cover
- Class teacher cover for Statutory PPA time
- Essential resources needed to facilitate teaching and learning; such as exercise and text books, stationery and ICT equipment.

The school also receives a Notional SEN Element as part of its annual budget allocation. The Notional SEN Element of the budget is used to:

- Provide effective coordination of SEN provision by facilitating the non-teaching role of the SENCO
- To employ learning support assistants who provide targeted support for learning for individuals and groups of pupils
- Contract the services of a Literacy Consultant for 1 day per week to carry out diagnostic tests and advise on intervention/support for pupils
- Contract the services of a Salford Educational Psychologist for diagnostic assessments and advice
- Facilitate training for the Teaching and the Learning Support Assistant Team
- Provide targeted therapeutic interventions to address pupils Social, Emotional and Mental Health needs

Funding is allocated to meet children's identified needs in a targeted and incremental way - taking account of the severity, intensity and frequency of the difficulty/barrier to learning. This incremental scale of banded funding enables us to identify the level of SEN of an individual child. We use these funding bands to quantify a child's SEN. The funding bands are as follows:

Band A – resources provided to meet a child's need from within normally available resources which equates to between £1 and £1999 – **above** Basic per Pupil Funding

Band B- resources provided to meet a child's need from within normally available resources which equates to between £2000 and £3999 – **above** Basic per Pupil Funding

Band C - resource provided to meet a child's need from within normally available resources which equates to between £4000 and £5999 – **above** Basic per Pupil Funding

When a child's SEN needs are such that they require funding above Band C, the school will begin the process of applying for additional funding support from the Local Authority. This may be an application for Temporary Additional Funding (TAF) or an application for Education Health and Care Plan (EHCP) Assessment. In this case, it must be clearly demonstrated that Band C funding has already been allocated to the pupil and sufficient

time has elapsed for that support to be monitored, evaluated and appropriately adjusted, so as to demonstrate that the pupil's needs cannot be met through normally available resources.

Education, Health and Care Plan (EHCP) and Temporary Additional Funding (TAF)

Some pupils with SEND and the most complex needs may access additional funding from the Local Authority via an Education and Health Care Plan. In accordance with the National SEN Funding Reform for Children with SEN, the amount of funding will depend on their complexity of need and the provision required to meet their needs and is decided by the Local Authority SEN Panel. Individuals are awarded funding from the Local Authority on a banded scale. This funding is used in conjunction with the basic per pupil funding for universal provision and funding from the school's SEN Notional Budget (please see Bands C above), to meet an individual child's needs. Both the EHCP and the funding are subject to annual review.

Current Bandings 2016/17

Band D - £1950

Band E - £3050

Band F - £5750

Band G - £7350

The school is responsible for administering the SEND funding via their costed provision map, which itemises all SEND provision within the school.

In exceptional circumstances, a school can apply for Temporary Additional Funding whilst waiting for an EHCP application to be considered. If awarded, this usually lasts for no more than two terms.

8. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy.

A graduated approach

Quality First Teaching

- a) 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.
- b) 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 identify possible difficulties.
- c) 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 styles/methods that need to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed when children's progress is a cause for concern and they are being monitored so that information and knowledge can be shared with the school.

h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings. Parent's evenings are also used to discuss the progress being made by children.

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 SEN register. 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 on-going 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. 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. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and 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 of a child's progress will be made each term. The review process will evaluate the impact and quality of the support and interventions. 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.

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 Education, Health and Care Plan will be taken at a progress review meeting.

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

- Parents
- Teachers
- SENCO
- Social Care
- Health Professionals
- Educational Psychologists

Information will be gathered relating to the current provision, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by the Local Authority SEN Panel - 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.

Education, Health and Care Plans [EHC Plan]

a. Following Statutory Assessment, an EHC Plan will be provided by Salford Local Authority, 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.

b. 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.

c. 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.

Further information about EHC Plans can found via the SEND Local Offer: www.salford.gov.uk/localoffer

9. Access to the curriculum, information and associated Services

Pupils with SEN will be given access to the curriculum through the SEN provision provided by the school as is necessary, as far as possible, taking into account 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.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and from outside bodies. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

10. Inclusion of pupils with SEN

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

The school curriculum is regularly reviewed 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 such as the Early Intervention Services, The Bridge (Salford's Multi-Agency Safeguarding Hub) and The Leaf/Alder Brook Primary Behaviour Partnership.

Advice will be sought from The Leaf/Alder Brook Primary Behaviour Partnership (via the Learning Support Service) for children who have behavioural concerns. Where a behavioural incident warrants exclusion, schools have a duty to inform the Local Authority.

11. Evaluating the success of 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 is done through parent feedback forms, the Annual Report reply slip and SEN Review Meetings as well as through parent 'Drop Ins' and termly Parent/Teacher meetings.

We monitor pupils' progress using standardised tests for reading, spelling, grammar and mathematics.

SEN provision will be monitored on a termly basis in line with the SEN Code of Practice. Targets and interventions for pupils are recorded on an individual provision map. This is updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These

interventions are monitored and evaluated on a termly basis by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

12. Complaints procedure

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 Headteacher or 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.

The SENCO attends relevant SEN courses, Annual SEN reviews and Team Around the Child 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 and we have funding available to support this professional development. 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.

14. Links with other agencies and support services

Monton Green Primary School invites and seeks advice and support from external agencies and support services in the identification and assessment of, and provision for, SEN

Sharing knowledge and information with support services/external agencies is key to the effective and successful SEN provision within our school. Any one of the support services/external agencies 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.

The SENCO is the designated person responsible for liaising with the following:

- ✓ Education Psychology Service
- ✓ Learning Support Service
- ✓ Children's Social Care (CAF leader also liaises)
- ✓ Speech and Language Service (Class teacher also liaises)
- ✓ Early Intervention Services (CAF Leader also liaises)
- ✓ Child and Adolescent Mental Health Service
- ✓ Paediatric Occupational and Physiotherapy Services
- ✓ Consultant Paediatrician for Community Child Health

15. Working in partnerships with parents

Monton Green Primary School believes that a close working relationship with parents is vital in order to ensure;

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required or via the Common Assessment Framework (CAF) where whole family support can be accessed.

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 on any points of action drawn up in regards to the provision for their child.

The school's SEN Governors may be contacted at any time (via the school office) in relation to SEN matters. (SEN Governor 2016: Mr James Rattenbury Co-opted Governor)

16. Links with other schools

The school works in partnership with other specialist local schools such as:

- Alder Brook Specialist Provision for KS 2 pupils with Social, Emotional and Mental Health needs
- Springwood Primary School
- Oakwood Academy.
- Lewis Street Primary School (The Leaf - Specialist Provision for KS 1 pupils with Social, Emotional and Mental Health needs)

This policy will be reviewed annually.

Revised: October 2016

Date of next review: October 2017