

MAUNDENE PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY



Reviewed policy:

February 2016

Policy to be reviewed again:

April 2018

1 Introduction

This policy provides information and guidance for parents, teachers, teaching assistants, non-teaching staff and Governors on our approach to the provision and additional support required by the Special Educational Needs Code of Practice 2014 for children with Special Educational Needs. The Code of Practice reflects the changes introduced by the Children and Families Act 2014.

The Code of Practice covers 0-25 age range and includes guidance relating to disabled children and young people as well as those with Special Educational Needs and Disabilities (SEND).

Maundene has due regard to the new SEND Code of Practice 2014 and the Equality Act of 2010.

2 Definition of Special Educational Needs and Disability (SEND)

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Education Authority (LEA) or other advisory body, other than special schools in the area.

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

“A child or young person has SEND 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.”

3 Mission Statement

All children have the human right to be educated alongside their peers. At Maundene School, we strive to meet the needs of all children, including those children with Special Educational Needs and disabilities, so far as is reasonably practicable and compatible with the provision of the efficient education of other children.

In order to do this, many steps are taken to support them through their learning journey. Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

4 Objectives of the Policy

In providing for those children defined as having SEND, at Maundene we seek to:

- Value all children in our school equally.
- Ensure all children have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities so children make good progress.
- Work in close partnership with parents/carers and children.
- Ensure teachers carry out their responsibilities in identifying Special Educational Needs and Disabilities, thus aiding early assessment.
- Ensure child's needs are met as soon as practicable.
- Work proactively with the LEA and other agencies in identifying, assessing and meeting Special Educational Needs.

This policy will contribute to achieving these objectives by ensuring provision for children with SEND is a matter for the whole school and is a part of the continuous cycle of assessment and review.

5 Responsibility for SEND

Provision for children with SEND is a matter for the school as a whole. Responsibility for the organisation and monitoring of provision is set out below:

5.1 School Staff

The Code of Practice 2014, states "all teachers are teachers of children with SEND" and at Maundene they do their best to adapt the curriculum to meet the children's needs.

- Class teachers, through quality first teaching and differentiation, are responsible for setting suitable learning challenges, responding to children's diverse needs, overcoming potential barriers to learning and for monitoring progress.
- Teaching Assistants, employed to support children with additional needs, have responsibility for the child's specific needs during their time with them. They liaise with the class teacher and the Special Educational Needs Coordinator (SENCo) to keep them informed about the interventions provided for the children and the impact it is having on the child's progress.
- The class teacher shows provision for all SEND children in their planning through careful differentiation. Their classroom management ensures resources such as people, time and materials are used efficiently so children with SEND can access the National Curriculum.
- All adults supporting SEND children are involved in the review of Provision Maps. Records are kept of the work done with the children. Their records are essential when Provision Maps are reviewed.
- Class teachers have responsibility to teach, assess and meet the needs for all children in their class, including those with SEND.
- Provision for some children will involve other agencies. This is coordinated through the SENCo in discussion with the class teacher and often parents. It is the class teacher's responsibility to implement any specialist programme which has been given to a child in their class.

- When a child has an Education, Health and Care Plan (EHCP), the SENCo works closely with all the professionals involved. EHCPs are also reviewed annually by all concerned including the child, parents/carers and SENCo.
- The Head Teacher has overall responsibility for all the children in their care.

5.2 SENCo Responsibilities

The SENCo is responsible for coordinating the day-to-day provision of education for children with special educational needs as outlined in the Code of Practice 2014 (DfE, 2014: 6.84) and further outlined below:

- The day-to-day operation of SEND Policy.
- Monitoring the movement of children within the SEND system in school.
- Coordinating provision for children with: Special Educational Needs, English as an Additional Language and overseeing Looked After Children and children in receipt of Child Premium as well as including time-tabling support to meet their needs.
- Allocating resources for children with SEND.
- Maintaining the school database and overseeing record keeping for children with SEND.
- Contributing to the in-service training of staff.
- Liaising with and advising staff and parents/carers.
- Liaising with external agencies.
- Organising In-School Reviews, EHCP monitoring and other multi-agency meetings.
- Maintaining records for SEND children and passing them on when children leave.
- Reporting to Head Teacher and Governors.
- Gaining further knowledge skill through attending courses.
- Evaluating and facilitating the implementation of new initiatives in consultation with the Head Teacher and Governors.
- Reviewing and updating the SEND policy in consultation with staff and Governors.

5.3 Role of Governors

The governing body has due regard to the Code of Practice 2014 and The Governor's Handbook (DfE, 2014:40) when carrying out its duties towards all children with SEND. The Governors are kept informed and consider the overall provision and development for children with SEND. The Head Teacher and Governors review SEND expenditure annually through the budget setting process. The SENCo's report to the governing body includes an SEND Update.

There is an identified Governor with the responsibility for overseeing the schools provision for children with SEND, who meets regularly with the SENCo for an update on the latest developments. The SEND Governor ensures all Governors are aware of the schools SEND provision, including the deployment of funding, equipment and personnel. The Governors ensure the policy for special educational needs is regularly reviewed.

5.4 Parents and carers

At Maundene, we value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure their child's needs are identified properly and met as early as possible. In order for parents to play an active part in their child's development, the school endeavours to provide relevant information so they can reinforce learning in the home.

We acknowledge the difficulties parents/carers can face when their child is going through an Education, Health & Care Plan application therefore, we endeavour to provide extra support as their child goes through the process

5.5 Local Authority

LAs must ensure children; their parents and young people are involved in discussions and decisions about their individual support and about local provision.

This will be achieved by:-

- The class teacher being the initial point of contact for responding to parental concerns.
- The SENCo will be available for meetings with parents and carers who have concerns about child progress or about the support their child or they are receiving. At these meetings, the SENCo will record parent views and will inform parents of the level of support they are receiving.
- Parents and carers will always be consulted if a child is identified as having Special Educational Needs and may be involved in devising strategies for their child.
- Parents and carers will be asked for their consent for any involvement by medical or other outside agencies.
- Parents and carers will be invited to meet with the class teacher at least twice a year, usually at parents' evenings.

6 Admission Arrangements

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

7 Identification of Child's Needs

Identification: A graduated approach:

7.1 Quality First Teaching

- a) Any children 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 child has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities which will aid the child's academic progression and enable the teacher to better understand the provision and teaching style which needs to be applied.
- d) The SENCo will be consulted as needed for support and advice and may wish to observe the child in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.

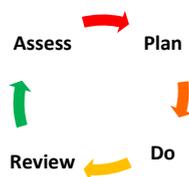
f) If a child has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.

g) 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.

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 SEND register. Any concerns will be discussed with parents informally or during parents' evenings.

8 SEND Support

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



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

8.1 Access

This involves clearly analysing the child's needs using the class teacher's assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers, as well as the views and experience of parents. The child'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 child is progressing.

This analysis will require regular review to ensure support and intervention is matched to need, barriers to learning are clearly identified as well as being overcome and 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 in agreement with parents.

8.2 Plan

Planning will involve consultation between the teacher, SENCo, child and parents to agree the adjustments, interventions and support which are required; the impact on progress, development and or behaviour which 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 child, including support staff, will be informed of their individual needs, the support which is being provided, any particular teaching strategies/approaches which are being employed and the outcomes which are being sought.

8.3 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 to plan and assess the impact of support and interventions to ensure this links with classroom teaching. Support with further assessment of the child's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

8.4 Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the child and where necessary their parents. The class teacher in conjunction with the SENCo, will revise the support and outcomes based on the child's progress and development making any necessary amendments going forward, in consultation with parents and the child.

9 Specialist SEND provision

9.1 SEND Support (SENS)

Through SENS, the child will get help which is either extra to and/or different from the help the school usually gives children through differentiation. If there are concerns a child is not making adequate progress, the class teacher will discuss this with the parent in the first instance and subsequently with the SENCo. The SENCo will gather information from the child, parents, class teacher and subject teachers. The information gathered, will help the school decide what help may be needed. The help will be recorded on the Provision Map. This will only record which is additional to, or different from, the differentiated curriculum and will focus on individual targets matched to the child's needs.

9.2 School Based Plan

If a child has not made adequate progress through SENS, the school may decide the child requires a higher level of support, this will be recorded on a School Based Plan. This is developed with school staff, parents, child and external professionals if they are involved. This document forms a written record of the additional support and understanding of the child's needs in order for them to make progression and succeed. The School Based Plan is one of the first steps used before proceeding for Statutory Assessment.

9.3 Referral for an Education, Health and Care Plan

If a child has significant difficulties which are not improving even with the support given through the School Based Plan, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent, in writing to Medway Council. 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 the need in order for 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 or during the In School Review (ISR).

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 which 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 the child is eligible for an EHC Plan. This group of professionals are known as the Decision Making Group and are co-ordinated by Medway Council. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

9.4 Education, Health and Care Plans

Following Statutory Assessment, if an EHC Plan is approved this will be provided by Medway Council. The school and the child's parents will be involved in developing and producing the plan. Once the EHC Plan has been completed and agreed, it will be kept as part of the child's formal record and reviewed at least annually by staff, parents and the child. The Person Centred Annual Review enables provision for the child to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

These will be reviewed 3 times a year, though certain children might benefit from more frequent reviews.

9.5 Review of Children's Progress

At Maundene, we acknowledge the importance of keeping records to meet the needs of individual children. The following procedures are followed:

- Class teachers have responsibility for keeping records of concerns, intervention and progress in the class.
- The SENCo is responsible for ensuring comprehensive records are kept properly and available as needed.
- If the school refers a child for Statutory Assessment to the Local Authority, a record of the child's work; including the resources or special arrangements already used are made available as well as the School Based Plan.
- On transfer to another educational establishment, the school provides full child records to the receiving school, even if the receiving school does not lodge a request. Such records include all the information held by the SENCo.

9.6 Resources

The SENCo maintains detailed records of all children on the Special Needs Register. Each teacher has a Special Needs file containing information pertinent to the SEND children in their class. Maundene has acquired a range of resources to support those children with SEND. These are regularly added to each year.

9.7 Evaluating the success of Provision

This policy will be the subject of ongoing review by the Head Teacher, SENCo, SEND Governor, teaching and non-teaching staff. The school might, from time to time, set specific targets against which the success of particular aspects of the policy can be measured.

There are sufficient resources for all history teaching units in the school. We keep these resources in a central store, where there is a box of equipment for each unit of

work. Each year group has a good supply of topic books and software to support children's individual research.

10 Transferring Schools

When organising the annual reviews, Maundene will consider the following points before the child's transfer e.g. FS - KS1, KS1 - KS2 or KS2 - KS3.

- Maundene School will gain information from the child's nursery school.
- In most cases, it is possible to give clear recommendations on the type of provision the child will require at the secondary stage in the spring term.
- Parents will be encouraged to visit the secondary schools. Parents and other relevant agencies to complete the SEND transfer form. The completed form will be sent to the LA by the designated date.
- All arrangements for a child's placement should be completed as soon as possible prior to transfer.
- It is important for placements to be finalised as early as possible in order for advance arrangements to be made.
- The SENCo & other appropriate members of staff of the receiving school will be invited to discuss the child as early as possible.

11 Accessibility to the Policy

The school makes this policy available in the following ways;

- On the school's webpage
- Paper copies, available from the School Office
- Large print copies, available upon request from the School Office

12 Diversity Impact Process

In line with all school policies, it is the Governor's legal responsibility to assess the impact of this policy on different groups, to ensure it does not impact adversely. At each review, the policy will be assessed to ensure it does not have an adverse effect on any group in relation to:

- gender
- disability
- sexual orientation
- age
- religion, belief or lack of religion/belief
- race including colour, nationality, ethnic or national origin

13 Complaints Procedure

- In the first instance, parent's complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the Whole School Complaints Policy, available from the School Office.
- If there continues to be a disagreement with regard to the SEND provision, the Local Authority should make arrangements to include the appointment of independent persons, with a view to avoiding or resolving disagreements between the parents and the school. Parents have a right to appeal to a SEND tribunal at any stage.

14 Contact details

If your child has special educational needs and/or a disability and you would like to know more about what we offer at Maundene School please contact us using the details below:

Inclusion Manager/SENCo: *Mr. M Harris*

Contact: Tel: 01634 864721 email: office@maundene.medway.sch.uk

Dedicated SEND time: *4 days a week*

Home School Support Worker: *Miss. K Bennet*

Contact: Tel: 01634 864721 email: office@maundene.medway.sch.uk

Contracted time: *3 days a week*

SEND Governor: *Mrs. C Prescott*

Contact: Tel: 01634 864721 email: office@maundene.medway.sch.uk

Version Number	Date	Summary Changes
0.1	04/02/16	Re-formatted document, minor grammar and spelling changes. Version control added
1.0	26/01/16	Agreed by Well-Being Committee Governors