



## MARLBOROUGH PRIMARY SCHOOL AND NURSERY

### SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY

#### **Introduction**

In accordance with Inclusion Policy Marlborough Primary School and Nursery is committed to meeting the social, emotional, physical and academic needs of all the learners in our care.

This Special Educational Needs and Disabilities (SEND) Policy takes account of the SEN Code of Practice 2014 and, alongside the local offer, outlines how the school will do its best to ensure that the necessary provision is made for learners with SEND.

#### **Definition of SEN**

We recognise that a pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. High quality first teaching is available to all pupils, the majority of pupils needing needs will be met through this.

It should be noted that care should be taken to avoid identifying a child as having SEND as an exclusive result of having English as an additional language.

#### **Aims**

- To provide an educational environment in which children who are identified with SEND can thrive and maximise their learning potential
- To ensure that the school is able to adapt its structures, curriculum and the allocation of resources in ways which seek to optimise opportunity and inclusion of learners with SEND
- To help children with SEND to make smooth transitions between phases of education and to face new and/or unfamiliar circumstances with confidence

#### **Objectives**

- To employ strategies which ensure the accurate and early identification of children with SEND
- To advise and facilitate processes which seek to ensure that learners with SEND are educated within appropriate educational settings
- To implement, monitor and evaluate agreed programme provisions which are personalised in order to meet the needs of learners with SEND
- To engage with and encourage the involvement of relevant stakeholders and other agencies including parents/carers, governors and professionals in supporting children with SEND
- To maintain appropriate rigorous, clear, factual and up to date records of learners with SEND
- To actively seek and consider the views of the learners in determining progress, achievements and provision
- To deliver relevant staff training, advice and support in order to promote awareness and necessary expertise in meeting the needs of children with SEND

#### **Admissions**

The school seeks to serve its community and will endeavour to admit children with SEND in accordance to the published admissions criteria and providing the needs of the child can be met within the potential of the school.

#### **Areas of Need**

##### **Communication and interaction**

Pupils with speech and language needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand the rules of social communication. Young children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction, as well as language, communication and imagination.

## **Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum.

Specific Learning difficulties (SpLD), affect one or more specific aspects of learning including dyslexia, dyscalculia and dyspraxia.

## **Social, emotional and mental health difficulties**

Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression. Other children and young people may have disorders such as attention deficit disorder, attention deficit and hyperactive disorder or attachment disorder.

See Behaviour Policy for further information

## **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment will require specialist support and/or equipment to access their learning.

Some children with physical disabilities (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## **SEND Support in School**

A child with SEND will be recorded as SEN support on the school data system. Where a child is identified as having SEN the school will take action to remove the barriers to learning and put effective special educational provision in place. This provision may include access to specialist resources and equipment in class, highly differentiated work or an intervention programme.

The SEN support will take the form of a four part cycle – ASSESS, PLAN, DO, REVIEW - through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils needs, and of what will support the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

Specialist Service advice may be sought through the Early Intervention Service. Such specialist services include:

- Learning support teacher,
- Behaviour support teacher,
- Education psychologists,
- Child and Adolescent Mental Health Services (CAHMS),
- Speech and Language therapists, occupational therapists and physiotherapists.

Parents/carers are given clear information about the support and the impact of this support at least 3 times a year through parent consultation meetings and the annual school report. Additional multi-professional meetings are often set for children with SEND.

See Local Offer for further information

## **Education, Health and Care Needs Assessment**

SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment. This assessment is carried out by the local authority to decide whether it is necessary for the child to have an Education Health Care Plan (EHCP)

The purpose of an EHCP is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

## **Education, Health and Care Needs Assessment – Continued**

The Local Authority SEN Panel will be responsible for determining whether an EHC assessment is necessary, and if an EHCP is put in place, based on the information provided by the school, parents and other appropriate professionals such as educational psychologists and speech and language therapists.

For further information see the SEN Code of Practice 2014 and the local authority SEN information

## **Centre for Children with Specific Learning Difficulties (SpLD)**

The school provides a specialist centre for children with SpLD in Key Stage 2. The centre is funded by the Local Authority and led and managed by the school. The centre accommodates up to sixteen children who have EHC plans or statutory assessments (known as statements) for SEN which identifies SpLD as a significant barrier to learning. Where appropriate the children will be in receipt of focussed specialist and multi-sensory learning experiences within the centre, this will typically involve the development of their literacy and numeracy skills. At other times the children will be integrated within their classroom settings and the specialist centre staff will advise and support the class teacher in ensuring appropriate provision.

## **Main Responsibilities**

### **Governors**

- Ensuring that the school complies with relevant legislation and conducts regular policy review
- Monitoring the full implementation of the policy
- Providing a link governor with responsibility for SEND
- Approving and conducting regular reviews of the SEND Policy

### **Headteacher and the School's Leadership Team**

- Overseeing the development and implementation of the school's SEND policy
- Ensuring that the policy is readily available and brought to the attention of relevant staff and stakeholders
- Ensuring that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- Undertaking the lead role in terms of the strategic management of the school's SpLD Centre
- Monitoring and evaluating the impact of the policy and reporting back to governors
- Ensuring all staff members and governors are fully aware of their responsibilities and discharge them accordingly
- Evaluating and analysing performance data linked to SEN and appropriate action in response to any area identified for improvement  
Developing the school's strategic plans in order to address areas identified for improvement and allocate necessary resources

### **Assistant Headteacher with responsibility for SEND & Inclusion and SpLD Centre Manager**

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEN
- Liaising with the relevant Designated teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Alongside class teachers, liaising with parents of pupils with SEN
- Liaising with early years providers, other schools, education psychologists, health and social care professionals, and independent bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date

## **Teaching Staff**

Teachers have a responsibility to continually assess each child's rate of progress, achievements and levels of attainment. This ensures that teachers are well placed to identify the next steps in learning and thereby plan learning experiences which help to maximise pupils' potential. As part of this process class teachers also have a duty to identify children whose attainments fall significantly below the expected range. In such cases it will be the class teacher's responsibility to determine whether the learning outcomes are derivative of a special educational need and to ensure appropriate provision. Under such circumstances the teacher should seek the advice and support of the Assistant Headteacher with responsibility for SEN and inclusion to order to:

- Further investigate the level of need and confirm the class teacher's judgement
- Agree the registration of the learner according to an identified SEN category/ Broad area of Need
- Inform and consult with parents/carers
- Plan for appropriate provision which may include the development of a pupil support plan
- Ensure the appropriate acquisition and deployment of staff and resources
- Implement, monitor and evaluate the impact of the provision

## **Learning Support Assistants**

- Understanding and supporting the implementation of the policy
- Supporting the planning, learning and evaluation of progress of children with SEN under the supervision of the Class Teacher and Assistant Headteacher with responsibility for SEN and inclusion
- Providing relevant information to the class teacher, Assistant Headteacher with responsibility for SEN and inclusion and parents/carers as required
- Attending and engaging with appropriate training opportunities as directed

## **Learners**

- Contributing to constructive dialogue with regard to their own learning and providing feedback and information

## **Parents and Carers**

- Engaging in constructive dialogue with school staff and external agencies in order to best support their child's learning
- Supporting the ethos and values of the school by providing appropriate support and guidance for their children

## **Summary**

In order to maintain and build on the positive reputation our school has earned for providing high quality provision for children with a wide range of SEND, it is vital that all staff, parents/carers, governors, learners and other stakeholders support our shared values and make positive contributions towards our aspirations. This policy provides a framework through which this could be achieved. However it is also essential that the school remains proactive in terms of identifying any significant changes to the needs of learners with SEN and that we can quickly adjust to these changes in order to maximise their potential.

**Review Date: Autumn 2017**