



Mereside C of E Primary School

Special Educational Needs Policy 2018

Policy approved by Governors in Oct 2018

This policy will be reviewed in 2020 or sooner if legislation suggests



Introduction

Mereside Church of England Primary School is a happy, caring school built on Christian Values, which helps us all to live, learn and grow together, to reach higher than we dreamed and so become the people we need to be.

Mereside offers a broad, rich curriculum in an exciting, stimulating Christian environment, that develops the skills, attributes and talents needed for lifelong learning. We recognise and value uniqueness, where everyone is happy to belong.

Please read this policy in conjunction with the Child Protection and Safeguarding Policies

Definition of Educational Special Needs

Any pupil at some stage within their school career may develop an individual educational need that differs from the majority of their peers. The definition of Special Educational Needs or Disability (SEND) for the purposes of this policy will be:

“A child has SEND if he or she requires special educational provision in order to access the curriculum and/or achieve his or her full potential. This provision will include learning difficulties, extending exceptional abilities (G&A – Gifted and able) and those with Social, Mental and Emotional Health concerns).”

Most SEND will arise due to one or more of the following contributory factors: -

- Moderate learning difficulties in more than one area
- Exceptional abilities
- Specific learning difficulties
- Social, Mental and Emotional Health
- Physical
- Sensory
- Speech and language
- Specific medical conditions

Aims

- To fully integrate all pupils including those with SEND
- To provide all children with their legal entitlement to a broad, balanced, coherent and relevant curriculum
- To ensure the teaching and learning environment is effective and improve the educational outcomes for all pupils including those with SEND
- To provide intervention programmes to assist individual pupils to support their specific needs

Management of Children with Special Educational Needs

- To maintain a process of screening and early identification of SEND.
- To adhere to the statutory requirements specified in the Code of Practice 2014
- To develop a system of record-keeping for each stage of the assessment procedure where teachers develop and produce their own Pupil Centred Plan. (See Appendix B). Consultations for moving a child onto SEN support or Statutory Assessment for an EHCP with Special Educational Needs Coordinator (SENCO).
- To actively involve parents in supporting the education programme for their child.
- To co-ordinate resources of teaching materials and publications available to staff. Develop staff awareness of their use.
- To maintain liaison between SENCO, other agencies, class teachers and support staff.
- To develop liaison between teachers and Teaching Assistants (TAs) for short term planning and review purposes. Involve TAs with inset training where appropriate e.g. Literacy, SENCO training.

- To review, evaluate and revise the SEND Policy on a bi-annual basis.

Identification and Assessment of Pupils with SEND

Approaches to screening and identification of SEND:

Formal

- Analysis of EYFS baseline assessment results
- Assessment on entry and at the end of year R provides a base for identifying children who may have special needs.
- End of year results (teacher assessment and or test results). Results of other tests used in school (Salford Reading, QCA maths tests, Ongoing Classroom Monitor assessment, spelling of HF words, Science teacher assessment).
- Diagnostic assessments made by LSAT to inform on SEND programmes

Informal

- A parent may register concern
- Observation by member of staff (ref: Concern check list appendix C)
- Evaluation and on-going teacher assessment.
- Assessment will need to identify strengths as well as weaknesses and should be part of the normal classroom routine. Evidence collected could include:

Annotated work

Record of observations over day or period of time

Provision for Children with Special Educational Needs

Co-ordination of SEND within the School

- SENCO will liaise with all staff with regard to children any child with SEND.
- SENCO will disseminate to staff the outcomes of discussions with external agencies.
- SENCO will co-ordinate transfer of records between classes and schools on transfer
- SENCO will copy written documents relating to SEND children included in register.
- Register or relevant correspondence will be located in school office to be treated as a confidential file. Access is available by SENCO / Headteacher / Staff on request.
- Class SEND file will be kept in the classroom
- All IPP's will be written with and shared with parents, staff members working with the child- to include the TA and signed by parents and kept up to date in class as a working document.
- Class Teacher will keep SENCO informed of the progress of a child at SEN action
- Children with SEND will be taught within their classes for all subjects. However, we acknowledge it may occasionally be appropriate to withdraw a child or a small group for a specific learning programme e.g. SALT, fine and gross motor skills programmes, individual SEND programmes
- Teachers assume responsibility for children with SEND within their classes.

Children with Social, Mental and Emotional Health issues

- School's behaviour management traffic policy is used throughout school- lunchtime supervisors follow a version of this system and inform the class teacher accordingly



- Occasionally a child may need to have ‘time out’. The ‘exiting procedure’ will be written into a child’s behaviour IPP

Liaison with Parents

The school places great emphasis on liaison and full consultation with all parents of children with SEND as emphasised in the Code of Practice. When IPPs are implemented at school, advice is given to parents with regard to support at home – resources are available for use at home, in liaison with SENCO.

Liaison with External Sources

- External support services

LSAT	Julie Saxby
SALT	Sue Seals / Allison Carr
Educational Psychologist	Amalia
Occupational Therapy	Kate Hidden
Physiotherapy	
LA SEND Advisor	Garry Dean
School Nurse	
Woodlands Outreach – Behaviour	Rachel Butterfield
Woodlands Outreach – ASD	Angela Willis
CAHMS	

Access to Buildings by Disabled Persons

Most of the school building and playgrounds are accessible for wheelchairs, the upper level of school is not accessible to children with physical difficulties, however due to the flexibility of classroom organisation, alternative arrangements can be made. Disabled and adapted toilets are available throughout the building.

Arrangements for Pupils transferring Schools

At the end of Year 6, liaison between the Special Needs Co-ordinators of both schools takes place. Where a child leaves for another school, records are forwarded on request from the receiving school.

Occasionally it is important to speak to the Head of the receiving school to pass on confidential information.

Arrangements for Considering Complaints about Special Educational Provision within the School

- Contact Class teacher (inform co-ordinator)
- Contact Headteacher / SENCO
- Contact Named Governor for SEND



- Contact LEA Area Officer

Targets

- All children entering Year R are screened using base line assessment. Assessment results will be analysed and any specific difficulties noted. Analysis will be used for projection of end of KSI results and KS 2 SAT results.
- All teachers implementing IPPs with learning objectives that are 'SMART' (specific, measurable, attainable, realistic, timed). Teachers continuing to maintain data sheets of SEND children which will include details of reviews, contact with parents and all relevant information.
- Monitoring of pupils' progress through target setting and termly pupil planning meetings.
- In -service training for Staff and Support Staff for any new programmes delivered
- Support with and monitoring of training programmes from SENCO

Evaluation Procedure

Classroom teachers monitor and evaluate day-to-day implementation of Policy, making comments that are noted by SENCO, assessed and evaluated. End of year meeting to take place between Head, SEND Governor and SENCO to review the extent to which targets have been met.



SEND POLICY – STATUTORY AND SCHOOL REQUIREMENTS

The **Governing Body** has important statutory duties towards pupils with SEND. They should, in co-operation with the Head Teacher:-

- Determine the school's general policy and approach to children with SEND.
- Establish the appropriate staff and funding arrangements to ensure that pupils with SEND join in the activities of the school together with pupils who do not have special educational needs -so far as that is reasonably practical and compatible with the pupil receiving special educational provision, the efficient education of other children in the school and the efficient use of resources.
- Have regard to the Code of Practice when carrying out duties toward all pupils with special educational needs.
- Ensure that teachers in the school are aware of the importance of early identification and provision for those pupils with SEND.
- The 'Responsible Person Role' – to be taken by designated member of the Governing Body – Mrs Ffion Carr
- Responsibilities of named Governor include: to meet as necessary with Headteacher and SENCO inform Governors of relevant government legislation, LEA initiatives, school practices
- monitor provision in liaison with SENCO

Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision of children with SEND. More specifically the Headteacher in liaison with the SENCO takes responsibility for:-

- Keeping the Governing Body fully informed.
- Establishing funding priorities, making necessary financial arrangements in line with the delegated SEND budget to secure provision for children with SEND.
- Liaising with parents of children at School Action Plus where appropriate.
- Attending meetings with SENCO and named Governor as necessary.

Governors

There is a named Governor responsible for Special Educational Needs- **Mrs Marie-Claire Wigley**

SENCO

Name: **Mrs F L Carr**

Specific Responsibilities

To co-ordinate **Special Educational Needs** throughout the school, taking responsibility for:-

- Operating the school's SEND policy on a day-to-day basis.
- Liaising with and advising fellow teachers and Teaching Assistants.
- Co-ordinating provision for children with special educational need
- Providing detailed tracking and analysis of intervention for children on the SEND register

- Maintaining the school's SEND register and overseeing the records/IPPs on all pupils with special educational needs.
- Maintaining and updating resources for SEND, ensuring that staff have knowledge and access to materials.
- Helping with the assessment of children with SEND.
- Liaising with parents of children with special educational needs.
- Chairing/attending the annual statement reviews.
- Contributing to the in-service training of teaching and support staff, attending meetings/courses and disseminating relevant information to staff.
- Attending relevant SEND meetings, liaising with other SEND staff
- Liaising with external agencies including the Educational Psychological Service and other support agencies, medical and social services and voluntary bodies.

Class Teacher

All teaching staff are responsible for the identification and initial assessment of children with SEND within their class. The class teacher will also make provision for such children and ensure that they have full access to the curriculum.

- Providing quality first teaching
- Planning classwork to ensure the inclusion of all pupils.
- Raising 'expressions of concern' and implementing a plan of action for those children at all stages – passing copy to SENCO.
- Maintaining records of all pupils with SEND
- Implementing and monitoring IPP's in the classroom.
 - Keeping an up to date and detailed IPP for the SEN support and EHCP pupils in the class. Sharing this information with TA's and updating the IPP using it as a working document
 - All IPP's to be reviewed in conjunction with the child and parents, their comments to be included in the review of the IPP.
 - Ensuring that parents are given a copy of the IPP and have signed the class copy
- Ensuring parents are fully informed and consulted at all stages.
- Attending all planning and review sessions for IPPs at SEN support when required
- Liaising with support staff, TAs, etc. in planning and evaluating programmes of work with pupils.

Teaching Assistants and Support Staff

The role of the TA is to be aware of and support the school with regards to:-

- The curriculum statement for teaching and learning.
- The SEND policy.
- The behaviour policy and other relevant curriculum policies.
- The programme of work for nominated children as directed by class teacher.
- Meeting with external specialists as required.
- Attending appropriate training courses
- Attending meetings as necessary with Headteacher and SENCO.

Midday Supervisory Assistants

- SENCO to share this policy with the Midday supervisory staff and make them aware of the special needs of the children in their care.



- To follow specific behaviour programmes for children as required by class teacher.
- Be alert to incidents of poor behaviour, racist, homophobic, unkindness or bullying and report incidents to relevant class teachers, or Headteacher.



Appendix A

Provision Mereside offers

The graduated response, adopted in school and set out by the provision map, recognises that there is a continuum of need. *This is recommended in the SEND Code of Practice and is in line with the LEA policy.*

Graduated provision for all pupils in school

Wave 1 All Pupils

Wave 2 Pupils who have been identified as having specific needs

Wave 3 Pupils who have more specific learning needs that needs who are also being supported by outside agencies

Wave 2 or 3 - If a teacher identifies a child who may have SEND it may be necessary to devise an Individual Provision Plan (IPP). This sets out any arrangements that are additional to and different from the usual curriculum. The teacher liaises with the SENCO and parents/carers and child to set targets and implement strategies. These are shared with the child and reviewed each term, or as appropriate.

SEN support (Wave 3) - If adequate progress is not made after a substantial period of intervention and review, the teacher in consultation with the parents/carers, may conclude that further support and advice is needed. In some cases, outside professionals from health, social services, support services or the education psychological service may be involved with the child. A new IPP will be drafted in consultation with the parents/carers.

The Individual Provision Plan is continually under review to ensure that the appropriate targets set provide success for the child and progress is made. The parents/carers and children are always involved. Individual Provision Plan and PPM targets are SMART, there is always a success criteria so we can accurately assess whether or not the child's targets have been achieved. IPP targets are shared with parents during parents SEND consultations and they are asked to sign the IPP

Statutory Assessment (Wave 3) - In a very few cases it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether a statutory assessment may be necessary. We use the LEA guidance to help make any such decisions. If, in rare cases, the child's needs are considered to be severe and complex, an Education, Health and Care Plan may be issued by the LEA.



Appendix A
Provision Map Exemplar for Mereside C of E Primary School

Individual Provision Map

Name: *** XXXXXXXX

Class: XXXXXXXX

Year: 5

Area of need: Cognition and Learning

Term: Summer 2018

Wave: 3

Intervention Group	Targets	Starting measure	Ratio (1:x)	Session length (in minutes)	How many sessions (per week)	Outline of intervention	Who with	Summary measure
Specific spelling support	To be able to spelling year ¼ words with accuracy	*** does not always spell words from the year ¼ list with accuracy.	1:1	15	5	Specific spelling activities using words in context	DJ	
Literacy lesson support at the start of lesson	*** finds it hard to focus and listen to more than one instruction	*** chooses at times not to listen as he becomes overwhelmed with language	1:1	15	5	TA will listen and then check with *** what he has understood from the task. Clarification will be given and check lists made	DJ JBB	
Literacy support throughout lesson	*** finds focusing for longer than ¼ minutes difficult	*** becomes distracted and forgets what he has to do	1:2	45	5	Ta will prompt using check lists and visual clues	DJ JBB	
Precision teaching	10 more and 10 less 100 more and 100 less	*** can not add/subtract reliably in 10's over the 100 barrier	1:1	15	5	Precision teach	DJ	
Year 1 maths lesson support	To be able to achieve age expect standard for year 1	*** finds applying his mathematical understanding in context	1:1	50	5	*** will attend year 1 maths sessions.	DJ LA	



Pre teaching of language	*** finds new language acquisition difficult	*** finds new language acquisition difficult	1:1	20	3	Pre teaching language being used in topic, English and maths Making a language book of his own	JBB	
Speech and language focus	*** has receptive language difficulties	*** has receptive language difficulties	1:2	20	3	Black sheep resources work Blank questions level 2 work off twinkl	DJ	
Cool kids	*** finds following instructions difficult	*** finds following instructions difficult	1:3	20	2	Cool kids programme	Dj	
Topic support at the start of a lesson	*** finds it hard to focus and listen to more than one instruction	*** chooses at times not to listen as he becomes overwhelmed with language	1:1	15	2	TA will listen and then check with *** what he has understood from the task. Clarification will be given and check lists made	DJ JBB	
Topic support throughout the lesson	*** finds focusing for longer than ¾ minutes difficult	*** becomes distracted and forgets what he has to do	1:2	45	2	Ta will prompt using check lists and visual clues	DJ JBB	
Science lesson bespoke units of work	*** finds science concepts difficult to understand	*** finds science concepts difficult to understand and works at a slower pace to his peers	1:2	90	1	CT will plan bespoke science lessons based on the class objectives but more practical and at a simpler level	DJ JBB	
Dynamo maths intervention	*** has specific gaps in understanding of maths concepts	Ref dynamo maths assessment	1:1	15	5	Follow the intervention plan	JBB	
Memory games intervention	*** finds it hard to remember tasks and instructions	*** finds it hard to remember tasks and instructions	1:1	15	5	Memory games	JBB	
Social skills group	*** has receptive language difficulties and finds it hard to follow conversations in social situations	*** is finding reading social situations difficult and does not always respond in the most appropriate way	1:3	20	1	Social skills scenarios from seal resources	DJ	Ffion Carr- 13 -



Appendix B
IPP Format used by the school

Individual Provision Map

Name: *** XXXXXXX

Area of need: Cognition and Learning

Class:

Term: Summer 2018

Year: 5

Wave: 3

Intervention Group	Targets	Starting measure	Ratio (1:x)	Session length (in minutes)	How many sessions (per week)	Outline of intervention	Who with	Summary measure



Glossary of Terms

Annual Review The review of a Statement of Special Educational Needs with a Local Authority (LA). This must be completed within 12 months of making the Statement and then on an annual basis with an interim review every 6 months for children in early years.

Cognitive Thought processes that involve reasoning, evaluation, problem solving and information processing. Associated with knowing, understanding and awareness.

Development The process by which a child acquires skills in the areas of social, emotional, intellectual, speech, language and physical development. Developmental stages refer to the expected, sequential order of acquiring skills that children typically go through.

Educational Psychologist (EP) An EP has a degree in psychology, teaching experience and specialised training in child development. He/she works with children and their families to put together a plan to tackle learning, behaviour or other issues likely to impact upon the child's progress.

EHAF – Early Help Assessment Form - A standardised approach to conducting an assessment of a child's additional needs and deciding how those needs should be met.

EHCP – Education, Health and Care Plan -

Graduated Approach Recognises that there is a continuum of special educational needs. Where necessary increasing expertise from specialists will be sought and made available to support the child's needs.

Inclusion A process of identifying, understanding and breaking down the barriers to participation and belonging

Learning mentor -

Non-verbal communication Sometimes referred to as body language, non-verbal communication refers to all the body signals that usually accompany talk, such as eye contact, smiling, raising eyebrows or frowning, that people SENDd when they communicate with one another.

Occupational Therapist (OT) An OT deals with all aspects of life skills where children have difficulties in carrying out everyday activities and will provide physical aids when appropriate.

PPM – Pupil Progress Meeting – held half termly for all pupils

IASS Each Local Authority provides a Parent Partnership Service to provide advice and information to parents of children with special educational needs. The officers may liaise with and support parents through processes such as assessment, statementing, review, transitions.

Physiotherapist Health professionals who deal with the physical aspect of a child's development and may help with a treatment plan to control movement and balance

Provision Map Provision mapping is a way of documenting the range of support available to pupils with SEND within a school.

Individual Provision Plan A plan of short-term achievable targets and the action to be taken to achieve these targets for a child identified as having Special Educational Needs. IPP's are reviewed regularly by settings with the parents / carers.

Referral for Statutory Assessment When parents, providers and other professionals ask the local authority to make an assessment of the child's special educational needs.



Sensory impairment Being unable to fully use one or more of the Senses: seeing, hearing, tasting, touching and smelling

Sensory Impaired Service Teacher (SIS) A teacher has had specialist training in the areas of hearing and sight in children. He/she works mainly as an advisor, to assist teachers and parents in supporting children with hearing or sight problems or sometimes both.

Special Educational Needs The term 'special educational needs' (SEN) has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age. Many children will have SEND of some kind at some time during their education. Help will usually be provided in their ordinary, mainstream early education setting or school, sometimes with the help of outside specialists.

Special Educational Needs Co-ordinator (SENCO) Designated individual in a school or setting having responsibility for special educational needs.

Special Educational Needs Code of Practice 2014

Speech and Language Therapist (S<) A therapist who will support all aspects of communication, speech and language development and disorders (and any associated eating and swallowing problems)

Statutory Assessment A detailed consideration of a child's special education needs which may or may not lead to a statement or a note in lieu.

Transition Movement between different environments, rooms or settings. All transition involves change and it is vital to prepare children, no matter how young they are, for this. When children are prepared for transition they adapt more easily to changes.