



## Special Educational Needs and Disability Policy

### 1 Aims and objectives

1.1 At Mersey Drive we are committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers, teaching assistants and other pastoral support professionals. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life-long learning aspirations for everyone through a range of activities which are fun and enjoyable.

We support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care. Our School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND

### 1.2

- To reach high levels of achievement for all
- To be an inclusive school
- To ensure that all children are integrated allowing them to have the optimum learning conditions for their needs.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide each child with the maximum possible access to a broad, balanced curriculum
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need
- We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties



## 2 **ADMISSION ARRANGEMENTS**

It may have been identified that a child has additional needs before attending our school or nursery. These children are very welcome at Mersey Drive Community Primary School and no child will be discriminated against on the grounds of SEN or Disability.

If any child is known to have additional needs before commencing school or nursery then a meeting will be arranged with the parents or carers or any other bodies who have been involved in working with the child in order that staff are fully informed of the child's needs and can seek to make appropriate provision.

All reasonable steps will be taken to ensure that children with disabilities are not placed at a substantial disadvantage to those who are not disabled.

(As required by the Disability and Inclusion act 2010)

## 3 **FACILITIES**

- All our class rooms are situated on one level.
- There is a toilet which is fully accessible for use by wheelchair users.
- We have a facilities room situated in our AS Provision.
- Around school we have dedicated calm spaces. T
- There are blinds and curtains in classrooms to reduce glare. (This is important for lip-reading).
- We have an Autistic Provision that has a sensory space and a soft play area.
- All Classrooms are spacious and accessible for use by wheelchair users.
- Individual adaptations will be made for specific pupils e.g. chair supports and individual work stations.
- School aspires to be communication friendly and routinely use signs and symbols throughout the school.

## 4 **MANAGEMENT OF SEND WITHIN SCHOOL**

The Governing Body has delegated the responsibility for the day to day implementation of the policy to the SENDCo who has Qualified Teacher Status and the National Award of SEN coordination. The SENDCo role is non class based for 3 days a week in order to meet the current needs of the school.

All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions.

Teaching Assistants and SEN Support Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is pupil centred.



## 5 **THE SENDCO IS RESPONSIBLE FOR:**

- Overseeing the day-day operation of this policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers
- Liaising with unit leaders
- Managing SEN teaching assistants and other SEN support staff
- Overseeing the records on all children with SEN  
Liaising with parents of children with SEN (in conjunction with class teachers)
- Overseeing the professional development of all staff in line with SEN/D
- Contributing to the in-service training of staff
- Liaising with external agencies including The Additional Educational Needs Team and Educational Psychology Services, Speech and Language, Health and Social services, and voluntary bodies including Bury Together and SENDIASS
- The SENDCO is responsible for reporting to the Inclusion Sub-Committee and liaising with the Governor with responsibility for SEN on the day-day management of SEN policy.
- Preparing submissions for statutory assessment (Educational Health Care Plans)

## 6 **IDENTIFICATION AND ASSESSMENT**

We accept the principle that pupils' needs should be identified and met as early as possible.

### 6.1 **AREAS OF NEED**

There are four areas of need as stated in the SEND Code of Practice, 2014

- Communication and Interaction (C and I)
- Cognition (Cog)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress even though they are not in themselves an SEN issue.

- Disability
- Attendance and punctuality
- Health and welfare (especially chronic illnesses and other medical conditions)
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (LAC)
- Post looked after children (Post LAC)
- Being a young carer
- Being a child of a service woman/man.

### 6.2 **MONITORING NEED**

The SENDCO works closely within the senior leadership team, using whole school tracking data as an early identification indicator.

We use a number of additional indicators of special educational needs



- The analysis of data, including entry profiles including baseline and end of foundation stage data. End of key stage one and two assessments, Phonics assessments and termly pupil assessments
- The following up of teacher concerns
- Following up parental concerns
- Tracking individual pupil progress over time
- Information from previous schools on transfer
- Information from other services

The SENDCO maintains a list of pupils identified through the procedures listed; this is called the SEND Support list. This list is reviewed each term when a detailed analysis of the list takes place. For some pupils a more in depth individual assessment may be undertaken by the school or other educational or health professionals.

## **7 CURRICULUM ACCESS AND PROVISION**

Teachers are teachers of all children regardless of additional support they may receive from another member of staff. In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively.

### **7.1 PROVISION MAPPING**

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map records a graduated response to individuals.

The range of provision may include:

- In class support for small groups with an additional teacher or Teaching Assistant (TA)
- Small group withdrawal with teaching assistants, Teacher, or Learning Mentor.
- Individual class support / individual withdrawal
- Further differentiation of resources
- Homework/learning support club outside of main school hours
- Emotional support groups
- Sensory support groups
- Interventions
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychology Service or other support services for advice on strategies, equipment, or staff training



## 8. **MONITORING PUPIL PROGRESS**

Progress is the crucial factor in determining the need for additional support.

Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour including reduction of loss of learning time

## 9. **RECORD KEEPING**

The school will record the steps taken to meet pupils' individual needs. The SENDCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies
- Person centred planning meetings

All information about children is kept within the guidance from the GDPR.

## 10. **TARGETS and ACTION PLANS**

All pupils on with a statement or an Education and Health care Plan will have Individual Action Plans setting out required outcomes and any provision made that is additional to and different from usual classroom provision.

All other children on the SEN support list have personalised provision maps.

Strategies for pupils' progress will be recorded on a SEN Support Plan. It will contain:

- Short-term targets, medium and long term outcomes
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The Support Plan will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The Support Plan will be created through discussion with both the pupil and the parent or carer.



## 10.1 **REVIEWING SUPPORT PLANS**

Individual Support Plans will be reviewed at regular intervals with the inclusion of parents, carers and pupils' views other professional are also invited in line with the person centred ethos of the school.

## 11. **CODE OF PRACTICE GRADUATED RESPONSE**

The school adopts the levels of intervention as described in the SEN Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs. If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND Support list. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

### 11.1 **SEND SUPPORT LIST**

Placement of a pupil on the SEND Support list will be made by the SENCO after full consultation with parents. External support services may advise on outcomes and provide specialist inputs to the support process.

### 11.2 **PERSON CENTERED PLANNING**

Person Centred planning will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than their peers
- Continues to experience difficulty in developing literacy/numeracy skills/
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning
- Has emotional problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.

Parental consent is sought before any external agencies are involved. The resulting Support Plan may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults



## 12 **REQUEST FOR STATUTORY ASSESSMENT**

The school will request a Statutory Assessment from the LA when, despite purposeful and appropriate intervention over a sustained period of time within SEN Support the pupil progress remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions
- Current and past person centred reviews and action plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum information from the end of key stage assessment
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

### 12.1 **EDUCATION, CARE AND HEALTH PLANS**

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP will include details of learning objectives for the child. These are used to develop targets that are

- Matched to the longer-term objectives set in the EHCP
- Of shorter term
- Established through parental/pupil consultation
- Set out in an Action Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

### 12.2 **REVIEWS OF AN EHCP**

EHCPs must be reviewed annually. The SENCO will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- The Educational Psychologist
- A representative from the Quality and Effectiveness team
- Any other person the SENCO or parent/carer considers appropriate
- And at key points a representative from the local authority will be invited.

At Key Stage Phase transitions Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school (if known).



### 12.3 **THE AIM OF THE REVIEW WILL BE TO:**

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

Within the time limits set out in the Code, the SENDCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN.

### 13 **PARTNERSHIP WITH PARENTS/CARERS**

The school aims to work in partnership with parents and carers.

We do so by:

- The SENDCO is non classed based to be able to meet with parents/carers at times convenient for them and facilitate the many person centred reviews that are required
- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Ensuring all parents and carers have appropriate communication aids and access arrangements
- Providing all information in an accessible way
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for the child
- Making parents and carers aware of the Parent Partnership services. Information is at key points in school and on the website
- Involving parents in decision making as to how a pupil's individual budget may be allocated to provide support for their child.

### 14 **INVOLVEMENT OF PUPILS**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning



- identify their own needs (self-assessment and self-evaluation, Assessment for Learning)
- self-review their progress

In addition pupils who are identified as having SEND are invited to participate in:

- Person centred reviews and setting of individual targets
- Regular meetings with named adults
- Where appropriate, working with learning mentors
- Annual reviews

## 15 **LINKS WITH EDUCATION SUPPORT SERVICES**

We aim to maintain useful contact with support services across Bury and other local authorities as appropriate.

For pupils on our SEND Support list any one or more of the following agencies may be involved: Educational Psychologist, School Nurse, and Additional Educational Needs Team, Health Visitors, Speech and language, Occupational Therapy, Child and adolescent mental health service, Young Minds and Community Paediatricians.

## 16 **CPD**

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development. Recent courses and in service training opportunities undertaken are detailed in the Head Teacher's report to governors each term. .

## 17 **RESOURCES**

The provision for SEN is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy.

The school receives additional fund to support provision identified in Education and Health Care Plans.

## 18 **COMPLAINTS**

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the SENDCo. The Chair of Governors may be involved if necessary. In the case of an unresolved issue parents should follow the school's Complaints Procedure available on the school's website.