



Special Educational Needs and Disabilities Policy



Madresfield CE Primary School

Policy created: January 2017

Agreed by Governors: 10th January 2017

Agreed by Staff:

To be reviewed: January 2018

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COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice – 25 June 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 June 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Aims

We at Madresfield C.E. Primary School are committed to meeting the special educational needs of pupils and ensuring that they make progress.

In line with our mission statement we aim to:

- Develop each child's confidence and competence to apply a range of skills in English and Maths
- Enable them to use and apply these skills in a range of contexts
- Provide opportunities for challenge, creativity and collaboration, alongside a natural curiosity within the curriculum
- Provide an exciting curriculum enriched with 'real life' contexts for learning
- Develop key life skills
- Cover a broad range of curriculum subjects, whilst achieving a balance between knowledge and skills
- Provide regular opportunities for play and outdoor learning to encourage a wonder and appreciation of the world around them
- Nurture all children as individuals to ensure that we discover their unique gifts, talents and interests
- Provide a safe and supportive environment and develop a strong understanding of how to keep themselves and others safe
- Develop an understanding of local, national and wider world cultures
- Work closely with children, staff, parents, governors and the wider community; putting the school at the heart of the community that it serves

At Madresfield C.E. Primary School the emphasis is on a whole school approach.

All staff accept the responsibility to:

- Meet the needs of the whole child
- Remove barriers to learning
- Raise pupil self esteem
- Build pupil confidence
- Develop pupil independence
- Set realistic learning goals and work which is suitably presented
- Provide access to a relevant tailored curriculum

Objectives:

- To identify and provide for pupils who have special educational needs and additional needs as early as possible
- To work within the guidance provided in the SEND code of Practice, June 2014
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator who will work with the SEND Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils

Roles and Responsibilities

Where a child has special educational needs a school has statutory duties under the Education Act 1996. The SEND Code of Practice, June 2014, provides practical advice to schools on carrying out their statutory duties to identify, assess and make provision for children’s special educational needs.

The Governing Body has identified a governor to have the oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At Madresfield C.E. Primary School this role is undertaken by Mrs S Titmuss who will meet regularly with the Head and SENDCo, Mrs Alison Hall.

The Head is the school’s “responsible person” and manages the school’s special educational needs work. The Head will keep the governing body informed about the special educational needs provision made by the school.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. It is the teacher’s responsibility to create an inclusive environment, differentiating the curriculum for pupils with special educational needs and monitoring their progress and the effectiveness of resources and other curriculum material. Additional intervention and support cannot compensate for a lack of good quality teaching. All staff will work closely with the SENDCo.

This practice is evident in:

- Questions at interview
- Job descriptions
- Staff Handbook
- Induction of new staff

Identifying Special Educational Needs

Curriculum and assessment monitoring

The Head and Class Teacher will monitor the attainment and progress of all pupils during pupil progress meetings, as part of their role. They will ensure that the SENDCo is kept fully informed if they have a concern and they will agree on strategies to try within the class and set realistic, measurable targets. Their progress will be monitored and discussed regularly.

The SEND Code of Practice, June 2014 describes 4 broad categories of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. Staff will collaborate with parents to identify the needs of pupils by considering the needs of the whole child, not just the special educational needs of the child or young person.

Factors which may also impact on progress and attainment, but are **NOT SEN**;

- Disability (The Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behaviour (Any concerns relating to a child or young person’s behaviour should be described as an underlying response to an identified need)

A Graduated Approach to SEN support

The Code of Practice, June 2014, suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. Therefore the first step in responding to pupils who have or may have SEN is high quality teaching, differentiated for individual pupils by the class teacher.

On Entry

When children are first admitted to Reception an induction process is followed which involves liaising with parents/carers and pre-schools when appropriate. Once they enter school, a baseline assessment is carried out to determine which development band they are working within.

When children enter school after reception their school records are sought from their previous setting.

The quality of teaching for all pupils, including those at risk of underachievement is continuously monitored and the progress of pupils is regularly reviewed. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Teacher referral

If a teacher has a concern about a child, who has greater difficulty in learning than the majority of children of the same age, they should discuss their concerns with the SENDCo, agree on strategies to try within the class and set realistic, measurable targets. Their progress will be monitored and discussed regularly.

The child's class teacher, together with the SENDCo, should then collect information about the child from the parents and, with the permission of the parents, from any outside agencies already involved. The information collected should be incorporated in the child's individual provision map if they are added to the school's SEN register.

Children with special educational needs will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs:

- Communication & interaction
- Cognition & Learning
- Behavioural, emotional and social development
- Sensory and/or physical
- Medical

SEN Support

If a child:

- Makes little or no progress in specific areas over a long period of time
- Is working significantly below the levels expected by other children of a similar age
- Has difficulty in developing Literacy and Maths skills
- Has emotional or behavioural difficulties which regularly interfere with their learning
- Has sensory or physical needs which require specialist equipment, advice or services
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and causes barriers to learning even when teaching approaches are targeted particularly to their identified areas of strength and weakness, the class teacher will consult with parents, usually at a parent teacher meeting.

If a child's teacher, in consultation with parents, concludes that a child may need further support to help their progress, the teacher should seek the help of the SENDCo.

The SENDCo should take the lead in providing further assessment of the child's strengths and weaknesses; planning future support in discussion with colleagues; and monitoring and subsequently reviewing any action taken. The child's teacher should remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents should be consulted and kept informed of the action taken to help the child, and of the outcomes of this action.

The decision whether to place the child on the school SEN Register and provide SEN Support (additional special educational provision) involves; the teacher, Head, SENDCo and parent/carers, who consider all of the information gathered from home and within the school about the pupil's attainment and progress. This should include high quality and accurate formative observation and assessment, using effective diagnostic and early assessment materials. An individual provision map will be written for every child on the SEN register, by the class teacher, outlining; the identified need, the provision being made to help the child overcome their barriers to learning and achieve their targets and the involvement of outside agencies. The parents/carers will be asked to sign a slip to give permission for their child to be added to the school's special educational needs register, which is confidential and kept in the SEN file and the school office.

The ASSESS - PLAN - DO - REVIEW cycle is used to ensure that SMART (specific, measurable, achievable and realistic targets) are set for pupils on the SEN register, receiving SEN Support, and that these are reviewed every half term. Weekly staff meetings allow teachers to raise concerns about individual children. Pupil Progress meetings are held once a term and are used to discuss all children including SEN and those who are making slower or greater than expected progress. Individual provision map review meetings involving the class teacher, pupil and parent/carer are held each term to review existing IPMs; in addition to parent teacher meetings and an annual report. The teacher is responsible for evidencing progress according to the outcomes described in the plan. The SENDCo is responsible for monitoring the individual provision maps and provision.

During the ASSESS - PLAN - DO - REVIEW cycle a child on the SEN register may be removed at any time, if this is considered to be in their best interests. The reasons for removing a child from the SEN Register must be written on their IPM.

If a child does not respond to SEN support - quality first provision and interventions available within school, the SENDCO will, with agreement from parents/carers, draw on more specialised assessments and/or services from external agencies and professionals as appropriate:

- Speech and language therapy
- Occupational therapy
- Physiotherapy
- Learning support
- Educational psychologist
- Complex communication difficulties team
- CAMHS
- Worcestershire Parent and Carers' Council

The external specialists may offer advice, assessment or teach the child directly and the new strategies should be set out in the Individual Provision Map.

Access to Worcestershire Learning Support Team for one-off or occasional advice on strategies, equipment or staff training may be used to provide effective intervention without the need for regular or ongoing input from external agencies

The delivery of the interventions continues to be the responsibility of the class teacher.

The SENDCo should note on the Individual Provision Map; what advice is being sought and the support to be provided for the child pending receipt of the advice.

Local Offer <http://www.madresfieldschool.net/specialneeds.html>

Education, health and care plan

An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

In considering whether an EHC needs assessment is necessary, the local authority should consider whether there is evidence that despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress.

To inform their decision the local authority will need to take into account a wide range of evidence, and should pay particular attention to:

- evidence of the child's academic attainment and rate of progress
- information about the nature, extent and context of the child's SEN
- evidence of the action already being taken by the early year's provider and/or school to meet the child's SEN

- evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

A request for an EHC plan can be made by:

- Anyone at school, with parental permission (TAC - Team around the child)
- A health professional
- A parent, in writing, direct to the local authority

The local authority then has 6 weeks to decide whether or not to carry out an EHC assessment. If they decide to carry out an assessment you may be asked for:

- any reports from the child's school, nursery or childminder
- doctors' assessments of the child
- a letter from the parents/carers about your child's needs

A decision will be made within 16 weeks whether or not an EHC plan is going to be made for the child. The local authority will create a draft EHC plan and send the parents a copy. They have 15 days to comment, including if they want to ask that your child goes to a specialist needs school. The local authority has 20 weeks from the date of the assessment to give the final EHC plan.

Supporting pupils and families

Parents have a vital role to play in supporting their child's education. In order to maximise their involvement Madresfield C.E. Primary School has a Friends Association and runs regular curriculum events and workshops. Homework is set at a level appropriate to the child's age and ability.

Parents are kept informed about their child's progress through; Parents evenings, curriculum targets, written reports, reviews, home-school liaison books and informal feedback. Parent views are gathered using questionnaires.

Governors report to parents at their bi-annual newsletter.

Information for parents

Worcestershire Local Offer: http://www.worcestershire.gov.uk/info/20107/special_educational_needs

Madresfield CofE Primary School Local Offer: <http://www.madresfieldschool.net/specialneeds.html>

Information:

Understood - for learning and attention issues: <https://www.understood.org/en>

Dyslexia Association: <http://www.bdadyslexia.org.uk/>

The Dyslexia Association: <http://www.dyslexia.uk.net/>

Dyslexia Action: <http://www.dyslexiaaction.org.uk/>

Dyspraxia Foundation: <https://www.dyspraxiafoundation.org.uk/>

Dyspraxia Education: <http://www.dyspraxia-ed.co.uk/>

ADHD Information Services: <http://www.addiss.co.uk/>

The UK ADHD partnership: <http://www.ukadhd.com/support-groups.htm>

Eye Can learn: <http://www.eyecanlearn.com/>

Worcestershire Parent & Carers' Council www.parentcarers.org.uk

IPSEA (Independent Parental Special Educational Needs Advice)

Telephone: 0800 018 4016

Monday to Thursday, 10am to 4pm and 7pm to 9pm

Friday, 1pm to 4pm

Admissions

Pupils with special educational needs will be admitted to Madresfield C.E. Primary School in line with the School's Admissions' Policy: <http://www.madresfieldschool.net/policies.html>
Madresfield C.E. Primary School supports part-time placements during transition or where an outside agency can offer specialist provision.

Access Arrangements

A small number of pupils may need additional arrangements so they can take part in the key stage 2 tests. Headteachers and teachers must consider access arrangements before they administer the tests.

<https://www.gov.uk/government/publications/2017-key-stage-2-assessment-and-reporting-arrangements-ara>

Access arrangements should be based primarily on normal classroom practice for pupils with particular needs. They must never provide an unfair advantage; the support given must not change the test questions and the answers must be the pupil's own.

If schools use access arrangements for a pupil inappropriately, the pupil's results may be annulled.

Possible access arrangements could include: additional time, modified tests, scribe, rest breaks, prompter, readers, word processors etc.

Transition

The class teacher will review the Individual Provision Map before the child moves to the next class and will discuss the IPM with the child's next teacher. On Transition to a new school, all records will be passed on along with the 'red file'. The SENDCo will prepare any records to be passed on. On transition to High School, the SENDCo/Y7 liaison teacher of local High Schools will meet with individual children and many of the High Schools offer an SEND taster day.

Access and inclusion for disabled pupils

To ensure access for pupils or parents with disabilities the school has an raised slope at the front of the building and a disabled toilet.

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision in line with the SEN Code of Practice 2014.

Medical Needs policy: <http://www.madresfieldschool.net/Policies/Medical%20Needs%20policy.pdf>

A medical diagnosis or disability does not necessarily imply SEN. However medical conditions may impact on a child's experiences and hinder their access to education. The school database is updated as and when medical information comes into school. Any major changes are passed on to the teacher straight away. Updated medical information is kept in the SEN file and on the staffroom notice board.

Supporting pupils with medical conditions statutory guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf

Monitoring and evaluation of SEND

Madresfield C.E. Primary School regularly and carefully monitors and evaluates the quality of provision offered to all pupils through; regular audits, pupil progress meetings, individual provision map meetings, sampling of parent views, pupil's views and staff views in order to promote an active process of continual review and improvement of provision for all pupils.

Training and Resources

Training needs of staff are identified through the school's self-evaluation process, staff performance management meetings, SEN audit and in response to the identification of particular SEN.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. General training is planned into the school development plan and training in response to a new SEN will be booked as soon as possible. The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head/SENDCo.

The SENDCo and Head will keep fully up to date about special educational needs issues through attendance at specialist training discussions with outside specialists, reading and through subscription to NASEN.

Other teaching staff will be kept up to date informally by the Head/SENDCo and formally at staff meetings and training.

Teaching Assistants who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated by the SENDCo/Head.

The governors will ensure that the needs of pupils are met by employing a SENDCo. The Head and SENDCo will use a child's provision map or EHC Plan to identify the areas of pupil need and make appropriate provision. Government guidance says schools should provide up to the first £6,000 of additional or different support for those children who need it, including those with an Education, Health and Care plan. This does not mean that the school will spend £6,000 on every child with SEN. Sometimes funds will be used to help groups of children. Some children will need less help – and some children may need more. Higher Needs Funding may be applied for if the cost of provision exceeds £6000.

Roles and responsibilities

SEN Governor

There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability SEND Code of Practice 2014 paragraph 6.3:

The role of an SEND governor includes:

- Helping to raise awareness of SEND issues at governing body meetings
- Ensuring that the school's notional SEN budget is appropriately allocated to support pupils with SEN
- Giving up-to-date information to the governing body on the quality and effectiveness of SEN and disability provision within the school
- Helping to review the school's policy on provision for pupils with SEND
- Assuring the governing body that the school website publishes the school's SEND offer in accordance with the Code of Practice 2014

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Designated Teacher with specific Safeguarding responsibility – Mrs. Julie Greenwood

Member of staff responsible for managing PPG/LAC funding – Mrs. Julie Greenwood

Member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils – Julie Greenwood

SENDCo

- Oversee the day-to-day operation of the special educational needs policy
- Coordinate provision for children with special educational needs
- Liaise with and advise teachers
- Manage learning support assistants responsible for delivering SEN provision
- Oversee the records of children with special educational needs
- Liaise with parents of children with special educational needs
- Contribute to in-service training of staff
- Liaise with external agencies
- Attend appropriate training to support the role, disseminate information to staff and implement selected/statutory developments
- Work with the special needs governor
- Monitor, evaluate and review the special needs budget in relation to the cost effectiveness of provision for individual needs and deployment of staff

Storing and managing information

The SEN register is kept electronically on the SEN computer and individual pupil files are stored in a locked filing cabinet.

Individual provision maps are stored electronically in the Staff Shared Area on the school network and a paper copy is kept by the class teacher.

On transition to another school paper copies will be hand delivered in the red pupil files.

Data Security Policy:

Reviewing the policy

The SEN policy is reviewed annually by staff and governors.

The evaluation of the success of this policy requires evidence from Pupils Progress Meetings and will be used to inform the SIP review of SEN.

Additional indicators are:

- Increased parental/pupil involvement

- Early identification of SEN
- Staff/Governor In-service training
- Improved links with other schools and agencies and within the community

Accessibility

Statutory Responsibilities: The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LEAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Madresfield C.E. School has disabled access to both the front entrance and rear classrooms. There is also a disabled toilet. All of the main teaching areas are on the ground floor, where there is level flooring throughout. The front desk has been lowered to aid visibility and there is an induction hearing loop fitted.

Access to core subjects

Writing: Key word cards, pencil grips, writing slopes

Maths: Numicon, manipulatives, calculation policy

Reading & Spelling: Phonics & spelling,

ICT: Computers, notebooks and tablets

Real life curriculum

Skills: Independent, Team Work, Communication and Presentation, Reflective, Resilient, Enterprise, Creative.

Attributes: Empathy, Tolerance, Respect, Confidence, Responsibility, Managing relationships.

Planning

Questions, differentiation (outcome/support/activity/grouping)

Resources

Numicon, pencil grips, appropriate height furniture, sensory cushions, writing slopes, move n' sit cushions etc.

Additional resources

Coloured overlays, coloured/textured paper, dexterity activities, multi-sensory resources.

Withdrawal

Thrive, Language Link, Jimbo Fun, Occupational therapy

Positive Behaviour Policy / Values

Access to the full life of the school

All pupils whether they have special educational needs or not will be involved in the full life of the school.

Including:

- Homework – differentiated where necessary
- Clubs
- Assembly
- Plays/Productions
- Trips
- Swimming
- School teams
- Sport

Barriers to learning are identified through observation, formative assessment and liaison with parents and outside agencies.

Barriers to learning are removed through; inclusive classroom practice (APPENDIX 1: Inclusive Classroom Checklist), assistive technology, specific resources, physical aids, interventions.

Written information is available as a paper copy or email to take account of pupils' disabilities and pupils' and parents' preferred formats and is made available within a reasonable time frame.

Parents and carers can contact key staff in person, before and after school, via the school office or staff email address.

Dealing with complaints

Should a parent or carer have a concern about the provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENDCo and class teacher will meet with the parent to discuss the matter further.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the attention of the Headteacher. If the Head is unable to resolve the difficulty, the parents' concerns should be put in writing to the SEN Governor/Chair of Governors (Mrs Sarah Titmuss) who will be involved after other avenues to resolve the situation have been exhausted.

Information for parents can be sought from Worcestershire Parent & Carers' Council. If parents, carers, families and pupils with SENs wish to make a complaint they should contact the class teacher, SENDCo or Head Teacher.

Complaint Policy: <http://www.madresfieldschool.net/Policies/Complaints%20Policy.pdf>

Behaviour Policy: <http://www.madresfieldschool.net/Policies/Behaviour%20policy.pdf>

Inclusion classroom checklist

Remember children don't all learn the same way!

Reading

Time to read text through before reading aloud/answering questions

Talking word processors

Coloured overlay rulers

Print screen to avoid having to copy from board

Learner friendly fonts (Comic sans / Sassoon)

Coloured background on white board (Format)

Different coloured writing on board (easier to identify)

High interest / Low reading age books (Barrington Stoke publishers)

Highlight key text

Writing

Organising/generating ideas:

Mind maps; different colours

Dictate work to an adult

Record ideas onto a voice recorder

Create word lists before writing

White boards (less threatening as can be rubbed out easily)

Writing frames / planning grids

Recording ideas:

Allow time to finish

Pencil grips

Cursive script (accurate letter formation)

Letter formation cards

Writing slope

Writing position (6 legs on the floor)

Left-handed writers sit to left of a right-handed partner

Writing frame (angle paper correctly on table)

Spell checkers

Word banks / glossaries

Spelling dictionary

Plastic letters

Alphabet strips

Coloured paper

Touch typing

Instructions:

Sit close to the front

Eye contact

Sitting still

Reduce background noise / distraction

Repeat instructions twice (exactly the same)

Allow time to process (10 second rule)

Rephrase instruction (after same instruction x2 + 10 second rule)

Picture prompts

Written messages / instructions / task board
Reduce number of steps in each instruction until achieving
Visual timetable

Maths:

Visual success criteria (pictures / diagrams where possible)
Numicon
Cuisenaire
Timelines to sequence time concepts

General:

Communication in Print
Grid player app
Consistent & clear rules and consequences (behaviour policy)
Advance warning of change
Teach skills in a variety of different contexts
Time-out
Labelled equipment (pictures where possible)
Fidget balls
Sensory cushion
Weighted lap belt
Gym ball
Opportunities to work to strengths / interests
Minimise homework (break down projects into small tasks)
Encourage to try (Growth Mindset)