

Monks Orchard Primary School



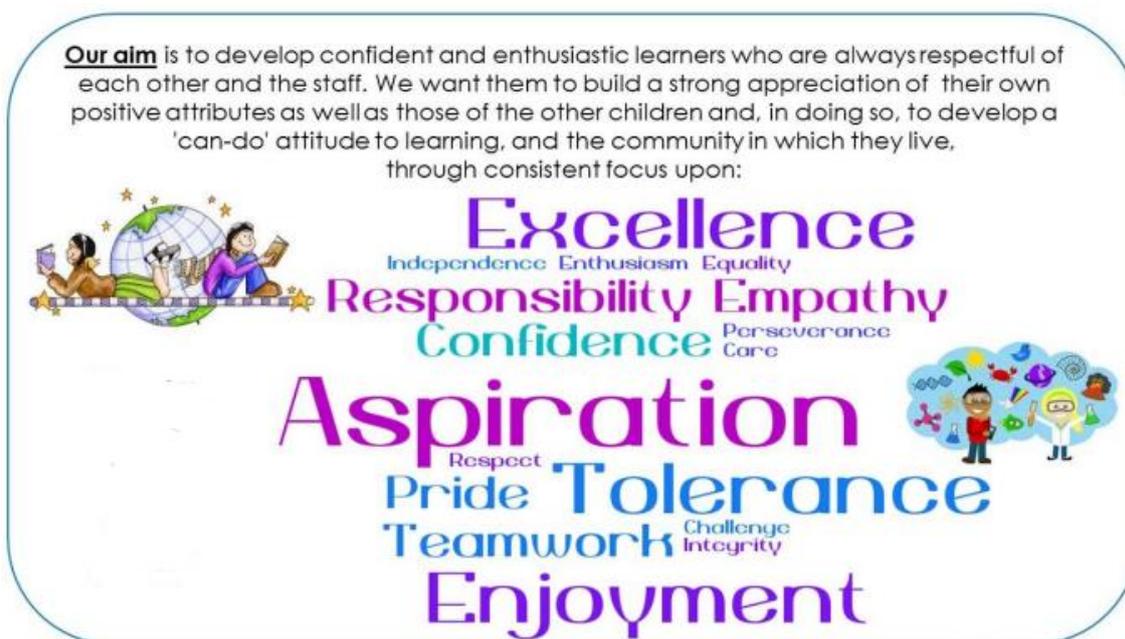
Special Educational Needs & Disability Policy

Our School SENCO is Mrs Debbie Shilling

Our Trust SEN governor is Fiona George

This policy is published January 2022 and will be reviewed by March 2024

Aims and Vision



All staff have a responsibility for maximising opportunities and achievements for all learners – specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive, sensitive and ambitious attitude is shown towards all pupils at all times. This policy outlines principles and practice.

Aims and Objectives of this Policy

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. The aims of SEN policy and practice in this school are:

- To reach high levels of achievement for all
- To be an inclusive school
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEN
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

Partnership with Parents/Carers

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

We do so by:

- 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
- 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
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). 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
- share in individual target setting across the curriculum
- self-review their progress and set new targets

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

- Individual Provision Map reviews and setting of individual targets
- Regular meetings with named adults
- Working with learning and behaviour mentors
- Annual reviews

Context

All children have a right to learn. For some children this will be more difficult than for others. At Monks Orchard Primary School, we believe that all children have rights to a full, enriching and enjoyable curriculum, irrespective of race, belief, gender, background or ability. We aim to meet each child's requirements, making necessary adaptations and taking in to account their needs and wishes. We will consult with children, parents and outside agencies to help support our good practice. Strengths will be acknowledged as well as difficulties, so that adaptations may be made relevant to the individual child. We focus on individual progress as the main indicator of success. Every child is valued. Every child is an individual with a personality, needs and interests. We believe in the right of children to feel safe and to enjoy their school experience – thus developing the whole child, academically, socially, physically, morally, emotionally and spiritually.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. SEN Code of Practice (2014: Para 1.24)

Through our SEND policy we aim to:

- Provide the highest possible standard of education for all pupils
- Raise aspirations of pupils with SEND, and those working with them, to be ambitious for their success and well-being
- Ensure all pupils have every opportunity to achieve their full potential

We will achieve this by:

- Ensuring pupil progress is tracked systematically and action is taken to address need at an early stage
- Identifying those with special educational needs
- Ensuring all class teachers are well trained and equipped to support different additional needs
- Keeping up to date with research and best practice
- Working in a co-operative, productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- Listening to pupils and parents, working in partnership with them, respecting their views and concerns
- Building capacity within the school to recognise and support a wide range of need on a day to day basis
- Promoting children's self-esteem and emotional well-being and helping them to form and maintain worthwhile relationships based on respect for themselves and others
- Offering quality provision which meets needs, is value for money and leads to good outcomes.

Identifying Special Educational Needs

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We understand that many pupils, at some time in their school life, may experience difficulties affecting their learning, and we recognise that these may be long or short term. At Monks Orchard Primary School, we aim to identify problems as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. The earlier action is taken, the more responsive the child is likely to be.

Any of the following can trigger a concern:

- Parent/carer
- Child
- Class teacher
- Widening gap or failure to close a gap between self and majority of peers
- Feedback from service providers
- Records transferred from another school
- Base line and on-going assessments
- EYFS/KS1 results
- In-house testing and assessment
- Pupil tracking

There are four broad areas of special educational need. These areas are to help the school identify and provide for needs rather than to label a child or put them in a particular category. The needs of the child will be identified with consideration of the 'whole child' not just their special educational needs.

1. Communication and Interaction

This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

2. Cognition and Learning

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

3. Social, Mental and Emotional Health

This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

4. Sensory and/or Physical Needs

This includes children with sensory, multi-sensory and physical difficulties.

Children must not be regarded as having a learning difficulty solely because of the language or form of language of their home is different from the language in which they will be taught. All schools have a duty to make reasonable adjustments in accordance with current Disability Legislation. Children with poor behaviour, looked after children, poor attendees or those with medical need, for example, will not necessarily be considered as having special educational needs. There may be a range of considerations that impact on progress and attainment but these, in isolation, are not SEN issues.

Supporting Children with SEND – A Graduated Approach to Support

Quality First Teaching is an entitlement for every child.

Children who are falling behind their peers and therefore causing concern, will be monitored by teachers and supported with school resources. Assessment for learning, attention to learning styles, preparatory and over-teaching will resolve many issues for learners. High quality teaching differentiated for individuals is the first step in responding to pupils who may have SEN. The school regularly and systematically reviews the teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN most frequently encountered. Where progress for any child is inadequate, the class teacher will make provision that is additional to and different from that provided as part of the usual differentiated curriculum offer, to enable the pupil to learn more effectively. Whatever the level of difficulty the key test of how far the learning needs are being met is whether the child is making expected progress.

Expected progress can be defined in a number of ways:

- Closes the gap between the child and peers
- Prevents the attainment gap from growing wider
 - Is similar to that of peers starting from the same baseline but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's attitude and behaviour for learning

Teachers will assess and identify the specific support needed to address the pupils' weaknesses guided by the SENCo. For these children an individual provision map will be drawn up and will outline the additional/different support it is felt they require to make progress. This will also outline their individual targets where these targets are not in line with whole class targets. A record will be

kept of support and outcomes. Progress will be reviewed each term and at pupil progress meetings with the Headteacher/SENCO. At this stage support is devised and delivered by school staff using formative assessments and early assessment materials and is known as School Support.

The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not modified by the positive behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Where a child continues to have difficulties, despite quality support, advice will be sought from external services. This stage is known as Specialist Support and involves outside agencies in advising and/or working to assess the nature of the need and helping plan more specific support. It will be important to record all external advice and support received – this will be kept in the child's file and copied to the SENCO.

Should a child fail to make progress, despite quality teaching and targeted interventions, it may be necessary to apply for additional funding to secure further support. We will use appropriately qualified personnel from 'outside agencies' to make assessments and inform further action. Where the school recognises that there may be a significant cost to the school to secure support for the child, due to significant and sustained learning issues, an application may be made for High Needs Funding to the Local Authority, having regard to the criteria for funding provided through the SEN locality funding. The school will be responsible for managing any funds received. A SEND Support Plan be reviewed annually and will last for the duration of a key stage.

In some cases, children will have a wide range of complex issues, including health and welfare, which are impacting on their education. Where the need is such that significant support is needed from a range of sources, an application will be made to the Local Authority for an Education, Health and Care plan, which will be drawn up in consultation with parents, child and services. This will be reviewed annually is a legally binding document. Need will be reviewed, and considerations of age and the next stage of development taken into account, when planning provision and reviewing the Education, Health and Care plan.

Supporting Children and Families

We listen to and act upon the concerns of parents. All staff are alert to the pressures that parents and families may be under because of a child's needs. We actively encourage parents to support their child through positive attitudes, giving user friendly information and effective communication. We work in partnership with parents, recognising their knowledge and expertise in relation to their child. We will make parents aware of the Parent Partnership Services available as part of the LA Local Offer and keep our school website up to date with relevant information. The views of the child with SEN will be considered at all stages of support so that they understand why they are working in a particular way and what the expected outcomes are.

National Tests

Children entering SATs tests will be considered for access arrangements or withdrawal from the tests if their special needs are such that they could not attempt the tests without additional provision. The SENCO will make the necessary arrangements in line with statutory guidance.

Transition

At Monks Orchard Primary School, we have 'meet the teacher' sessions during the summer term, to which parents are invited, enabling them to meet the new teacher, hear about the following year's curriculum and discuss any concerns. Open mornings enable parents to keep abreast of the work their children are doing and give a chance to familiarise themselves with methods and standards. Parents' evenings and regular informal contact through an 'open door' policy provide good opportunities for parents and teachers to talk informally.

Children transferring to High School have a planned transition programme. Less confident children are accompanied to the High School by a member of the support staff for a planned programme of additional induction. SENCOs liaise and records are passed on. Children entering school at 4+, visit the school on a number of occasions prior to the beginning of the new school year. Parents meet the teaching team and pass on information relevant to the development of their child. Pre-school providers involve the SENCO and class teacher in preschool meetings for children causing concern. If the school is alerted to the fact that a child may have a difficulty in learning, they will make their best endeavours to collect all relevant information and plan a relevant, differentiated curriculum.

Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. The LA is the admitting authority for Monks Orchard Primary School. Schools cannot refuse admission to pupils with special educational needs unless that need would seriously compromise the learning of other pupils and there are no reasonable steps that can be taken to prevent any incompatibility. The LA makes the final decisions on admissions.

Responsibilities

The SENCO has responsibility for;

- The day to day operation of the school's Special Educational Needs and Disability Policy
- Advising class teachers
- Liaising with external agencies including, educational, medical, social and voluntary services
- Overseeing the revision of Individual Provision Maps on a termly basis.
- Alongside the Inclusion Leader, deployment of Learning Support Assistants, Teaching Assistants, ELSA and HLTAs to meet the requirements of the provision maps
- Monitoring effectiveness of support programmes and services
- Ensuring parents are fully involved in positive outcomes for their children's learning
- Implementing a programme of annual review
- Overseeing records of all children with SEN
- Liaising with relevant schools to ensure smooth transition between phases and places of education
- Liaising with SEN governor and keeping abreast of national/local developments through network meetings and relevant training

Teachers are responsible and accountable for the progress and development of pupils in their class at all stages of SEN support. At all stages, teachers work to develop independent, confident learners. They are responsible for managing support staff and resources in their class and liaising with parents.

The Trust Body endeavours to ensure the best possible provision for Special Educational Needs at Monks Orchard Primary School. All governors understand their duty of care. The SEN Governor has responsibility to:

- assist and advise the governing body on fulfilling its Special Educational Needs and Disability responsibilities
- ensure children with Special Educational Needs and Disabilities are included in activities with other children, so far as this is reasonably practical and compatible with good education for all
- ensure budget allocation takes account of staffing, training, resourcing requirements for individual children
- be aware of the implementation and effectiveness of the school's policy by monitoring for example:
 1. The existence of accurate and up to date record keeping, including achievements
 2. The number of review meetings held at least termly for SEN pupils
 3. Feedback from pupils, parents and staff
 4. The standards and progress of pupils with SEN
 5. Awareness of the nature of needs and the demands these make

Monitoring and Evaluation

Pupils' progress is monitored using standardised tests as well as teacher assessment and small steps trackers. Upon entry to the school, all pupils' attainment is measured against a variety of induction materials designed to give the class teacher the best possible indication of pupils' needs. Quality of teaching is monitored through lesson observations, learning walks, book-scrutiny and pupil interviews. Interventions are evaluated for their effectiveness and value for money. Parent and pupil surveys, administered annually, feedback on reports and at parent's evenings, and SEN review meetings, inform our work. The success of the school's SEN policy and provision can be evaluated through:

- Review of the SEN register – progress made by identified pupils
- Monitoring of IEPs by SENCO – effectiveness of strategies used
- Monitoring of classroom practice by Head/Inclusion Manager/SLT
- Involvement of parents/carers in provision made for their child
- Analysis of pupil tracking data and test results
- Monitoring of procedures and practices by Inclusion Governors

Complaints

Should a parent or carer have a concern about special provision made for their child, they should, in the first instance, discuss this with the class teacher. If the concern continues this should be referred to the head teacher, who will try to resolve the matter and can advise on formal procedures for complaint. Parents of any pupil identified with SEN may contact the Parent Partnership Service for independent support and advice.

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.