

Special Educational Needs Policy

Contents:

Mission Statement

1. Aims and Objectives
2. Responsibility for the coordination of SEN provision
3. Arrangements for coordinating SEN provision
4. Admission arrangements
5. Specialist SEN provision
6. Facilities for pupils with SEN
7. Allocation of resources for pupils with SEN
8. Identification of pupils' needs
9. Access to the curriculum, information and associated services
10. Inclusion of pupils with SEN
11. Evaluating the success of provision
12. Complaints procedure
13. In-service training (CPD)
14. Links to support services
- 15 Working in Partnership with parents/carers
16. Links with other schools
17. Links with other agencies and voluntary organisations

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because of the language or form of language of their home if it is different from the language in which they will be taught.

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March comes into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can find more information on Tameside's SEND Local Offer website:

<http://www.tameside.gov.uk/localoffer/>

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available to those families in Tameside that have an Education, Health and Care Plan and those who do not have a plan, but still have some form of special educational need. The SEND Local Offer includes

information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission statement

“Mottram School is a place with a warm and friendly Christian ethos, which provides all children with a challenging, exciting and stimulating curriculum and where Christian values and teaching underpin all aspects of school life”.

At Mottram Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010. Together we take pride in making a positive contribution to our school and the wider community.

1. Aims and Objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives

- Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- Work with and use the support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service (CAMHS).
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and mini leaders in the playground.

2. Responsibility for the coordination of SEN provision

The person responsible for overseeing the provision for children with SEN is Mrs Esther Bland (Headteacher). The person co-ordinating the day to day provision of education for pupils with SEN is Melissa Scattergood [SENCo]. The Link Governor is Ian Johnson.

3. Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN records for individual pupils.

All staff can access:

- The School SEN Policy;
- A copy of the full SEN Register.
- Guidance on identification of SEN in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information which is available through Tameside's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents/carers in order to aid the effective coordination of the school's SEN provision.

4. Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

5. Specialist SEN provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary.

6. Facilities for pupils with SEN

The school complies with all relevant accessibility requirements; please see the school accessibility plan for more details.

7. Allocation of resources for pupils with SEN

The following information is taken from

www.tameside.gov.uk/sendiass/docs/SENCOinfoPackSept14-1.pdf

The school will fund the first £6,000 of the assessed costs. Any costs above £6,000 may result in the child being allocated a funding band that attracts additional funding. The Notional SEN funding of £6,000 per child is not additional funding allocated to

school. The funding intended to support these SEN costs is from the main school funding formula allocation. School funding statements show a value for Total Notional SEN for each school which is based on the full Prior Attainment funding allocation and a small percentage of the Age Weighted Pupil Unit (AWPU) funding allocation. The weighting system used to allocate school budget takes into account factors which we know are linked to a higher than average SEN population in a school. The Total Notional SEN funding value does not have to be used for SEN purposes and equally it is not the only funding that schools are expected to use to fund the additional costs associated with educating children with high needs. For example; it is likely that a higher proportion of children with SEN will also be eligible for Pupil Premium.

The measure used to set funding bands in Tameside is based on teaching assistant hours which are consistent with the approaches being used by other Greater Manchester councils; this merely provides a consistent measurement basis to allocate funding.

Schools MUST NOT however restrict provision to teaching assistant support only, but should employ evidenced based approaches and interventions proven to accelerate the progress of children with SEN to make the provision outlined in the statement.

8. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted, as needed, for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need to move forward.
- f) If a pupil has recently been removed from the SEN register they may also need continued monitoring.
- g) Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent/carer or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents/carers informally or during parents' evenings.

i) Parents' evenings are used to monitor and assess the progress being made by children.

SEN Support

Where it is determined that a pupil does have SEN, parents/carers will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The pupil's views and where relevant, advice from external support services will also be considered. Any parental/carer concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

Plan

Planning will involve consultation between the teacher, SENCO and parent/carer to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental/carer involvement may be sought, where appropriate, to reinforce progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. The SENCo will provide support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents/carers. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents/carers and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent/carer. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents/carers
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points to be taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from Education, Health and Social Care about whether or the child is eligible or not for an EHC Plan. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<http://www.tameside.gov.uk/localoffer/families/ehcp>

Education, Health and Care Plans [EHC Plan]

a. Following Statutory Assessment, an EHC Plan will be provided by Tameside Metropolitan Borough Council, if it is decided that the child's needs are not being met

by the support that is ordinarily available. The school and the child's parents/carers will be involved in developing and producing the plan.

b. Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents/carers and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents/carers for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and across the cluster of schools.

Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN. Class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

10. Inclusion of pupils with SEN

The Headteacher and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate from external support services.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents/carers and pupils throughout the year. This is done through parent/carer and pupil discussion and through progress meetings with parents/carers. Pupil progress will be monitored on a termly basis. SEN provision and interventions are recorded on a provision map, which is updated when the intervention is changed.

These interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents/carers and governors. This helps to identify how effective the provision is.

12. Complaints procedure

If a parent/carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the Headteacher who will advise on the formal procedures.

13. In-service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENCo attends relevant SEN courses, Family SEN meetings and there are opportunities for all staff to attend relevant SEN focused external training.

The SENCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities.

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents/carers.

15. Working in partnerships with parents/carers

Mottram Primary School believes that a close working relationship with parents/carers is vital in order to ensure:-

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged depending on the individual pupil's needs. The SENCO may also signpost parents/carers of pupils with SEN to the local authority where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents/carers and the pupil will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up, in regards to the provision for their child.

16. Links with other schools

The school works in partnership with other schools in the cluster. This enables the schools to build a bank of joint resources and share advice, training and expertise.

17. Links with other agencies and voluntary organisations

Mottram Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCo is the designated person responsible for liaising with the following:

- Education Psychology Service
- Child & Adolescent Mental Health Service
- Behaviour Support Service
- Social Services
- Speech and Language Service

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

Signed _____ [Name]
(Headteacher)

Date _____

Signed _____ [Name]
(SENCo)

Date _____

Signed _____ [Name]
(SEN Governor)

Date _____

This policy will be reviewed annually