



Long Lane C.E. Primary School
Marston Montgomery Primary School

Special Educational Needs and Disabilities Policy

Policy written – May 2018

To be reviewed – May 2021



Long Lane C.E. Primary School Marston Montgomery Primary School



SPECIAL EDUCATIONAL NEEDS POLICY

Aims and Objectives

The aim for all work undertaken at Long Lane C.E. Primary School (LLPS) and Marston Montgomery Primary School (MMPS) is to allow each child to realise his or her full potential and to develop a 'Learning for Life' attitude. To this we endeavour to create an atmosphere of industry and purpose in the school, and to provide a broad, balanced and exciting curriculum, which gives children the basic skills needed for work and life. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment needs and we aim to give children with SEND the greatest possible access to the National Curriculum, which they will normally receive alongside their peers in a mainstream classroom.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with the following guidance and documents: -

- Equality Act 2010
- Advice for schools DFE February 2013
- Schools SEN Information Report Regulations 2014 (www.sendgateway.org.uk)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Teacher Standards 2012
- Accessibility Plan
- The National Curriculum in England Key Stage 1 framework document September 2014
- Early Years Framework September 2012

Section 1

The SENCO at LLPS is Mrs Teresa Bosely

The SENCO at MMPS is Mrs Teresa Bosley.

Mrs Bosley is the person responsible for managing the schools response to the provision made for children with SEND, she is the Executive Head Teacher of both schools.

In order to contact Mrs Teresa Bosley please phone on 01889 590373 or 01332 824339 or e-mail info@marstonmontgomery.derbyshire.sch.uk.

Mrs Bosley is a member of the senior leadership team and works in conjunction with the Governing body.

The named SEND Governor for LLPS is **XXXXXX**.

The named SEND Governor for MMPS is **XXXXXX**.

At both LLPS and MMPS staff develop, support and educate every child for themselves, their families, the village and the whole community.

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So, every teacher is a teacher of every child or young person including those with SEN.

Section 2: Aims and Objectives

Our Aims

The SEND Policy reflects the schools aims for every pupil, including those with SEND we want to provide a school where pupils,

- are happy and safe.
- love to learn for ourselves.
- are confident and value the individualities of others.
- are tolerant of others and respect them and their cultures.
- are good citizens of a modern Britain.

Our Objectives

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 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 within the SEN Inclusion Policy.
- To provide support and advice for all staff working with special educational needs pupils.
- To offer support to parents with special educational needs children.

Section 3: Identifying Special Educational Needs

The Code of Practice, 2014 describes the four broad categories of need. The four broad areas give an overview of the range of needs that should be planned for. When we are identifying the needs of a pupil we consider the needs of the whole child which does not just include the SEN of the child. Identification allows us to work out how to support a child not fit them into a category.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where

children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

At Marston we consider the following NOT to be SEN, but they may impact on progress and attainment,-

- Disability (the code of practice outlines the reasonable adjustment duty for all settings and schools provided under the current disability equality legislation)
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a looked after child
- Being a child of a serviceman/woman.

Section 4: A Graduated Approach to SEN Support

We use a range of evidence to identify pupils with SEN. These include,-

- Information provided by previous settings and schools.
- Quality first teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEN. Additional intervention and support can not compensate for a lack of good quality teaching.
- Teachers are responsible for the progress and development of all children in their class including where pupils access support from teaching assistants or specialist staff.

- When deciding whether to make SEN provision, the teacher and the SENCO gather detailed information from within school regarding the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment. If necessary more specialised assessments from external agencies and professionals are requested.
- The monitoring and evaluation policy is followed and the quality of teaching is reviewed and progress discussed for those children deemed to be at risk of under achievement. CPD is available for staff to improve their knowledge if required.
- Children who do not make progress despite differentiated learning and interventions will be placed on the register.
- Information is discussed with parents through face to face meetings. They can be kept up-to-date with progress through home school diaries.

Section 4: Managing Pupils Needs on the SEN Register

For children on the SEN register the following will be the process through which their support is planned.

- IEPs are reviewed and renewed on a termly basis and shared with parents.
- Interventions are reviewed and updated half termly.
- Discussion on what has worked and led to progress and what needs to happen next.

Class teachers and teaching assistants keep records up-to-date. When reviewing progress class teachers and the SENCO work together. They plan an appropriate level of provision so that a pupil's needs are met.

If we identify that we are unable to fully meet the needs of a child through our own provision we collect specialist assessment to inform planning and the measurement of pupil's progress. When it is appropriate we seek advice on the use of new or specialist strategies or materials. The headteacher monitors the cost of additional support and the impact it has.

If additional funding and support is needed from the local authority High Needs Block, all information would be collated by the SENCo and a referral for an Education and Health Plan is submitted. Pupils, parents and other professional bodies are included in this process.

Section 5: Criteria for Exiting the SEN Record

When a child makes significant and sustained progress, so that they are achieving age-related expectations, they are removed from the SEN Record. Close monitoring ensures that the gap continues to be narrowed.

Section 6: Supporting Pupils and Families

The SEN Information Report and other SEN information is on the school website, this includes a link to the LA Local Offer. We help parents to access the support from other agencies that they require. The Governing body has decided that children with special educational needs will be admitted to school in line with the school's agreed admissions policy. Our admission arrangements can also be found on the school website.

When children move to a different class teachers liaise with each other to ensure a smooth transition. Strong links with Queen Elizabeth's Grammar School in Ashbourne means that information is passed

on and children benefit from additional visits when this is appropriate. Staff at QEGS sign to confirm they have received the documents.

Section 7: 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 pupils may also have SEN and may have a statement of Education, Health and Care plan which brings together health, social care needs and their special educational provision and the SEND Code of Practice 2014 is followed.

Please refer also to our policy for supporting children with Medical Conditions.

Section 8: Monitoring and Evaluation of SEND

The class teacher is responsible for monitoring the progress of all children in their class, including those with SEN, on a daily basis. The school has half-termly progress meetings so that this formative assessment is discussed and acted upon. The SENCO monitors the progress of the children and their movement within the SEN system in school.

The school seeks the views of parents, pupils and staff at least annually. The governors monitor the results of these reviews.

The results of these reviews are analysed and used to improve the provision the school provides for all pupils.

Section 9: Training and Resources

The SENCO liaises with the headteacher to ensure appropriate training is provided for teaching and non-teaching staff. Provision within the school for children with SEN is discussed annually as a priority for development funding to ensure all staff receive in-service training on the Code of Practice and the Identification and Assessment of SEN. The SENCO will organise relevant INSET and/or cascade information to the rest of the staff. The school governor with responsibility for SEN will also be given the opportunity to attend training.

The Governors, Head Teacher and the SENCO will decide the hours and allocation of support staff. The SENCO regularly attends the Las SENCO network meetings in order to keep up-to-date with local and national changes in SEND.

Section 10: Roles and Responsibilities

The SEN governor is responsible for monitoring and evaluating the school's provision for SEN children.

The SEN teaching assistants are responsible for supporting the children they work with, ensuring their needs are met through their IEP.

The headteacher is the Designated Teacher with responsibility for safeguarding.

The headteacher is also responsible for managing Pupil Premium and Looked After Child funding.

The headteacher is responsible for managing the school's responsibility for meeting the medical needs of pupils.

Section 11: Storing and Managing Information

All confidential information is stored securely in the school. Staff use encrypted memory sticks to store electronic information. Pupil records are stored until the pupil moves to another school.

Section 12: Reviewing the Policy

The Governing Body reviews this policy annually and considers any amendments in light of annual review findings or changes in legal requirements.

Section 13: Accessibility

The SEN and Disability Act 2001 placed a duty on all schools and LAs to increase their accessibility over time. Please refer to our accessibility plan for more information.

Section 14: Dealing with Complaints

Our Complaints Policy is available on the school website.

Section 15: Bullying

All the pupils are educated about anti-bullying and our circle time activities develop the pupil's skills so that they value everybody. Please refer to the school website for a copy of our Anti-bullying Policy.

Section 16: Appendices

Appendix 1: SEN Information Report

Contact Details

The SENCo is Mrs Beloe. She has responsibility for the day to day operation of SEN policy and coordinating specific provision to support individual pupils with SEN. Mrs Beloe provides professional guidance to other staff to support their professional development with the aim of ensuring that all children receive high quality teaching. Mrs Beloe works with other professionals providing a supporting role to families to ensure pupils with SEN receive appropriate support and high quality teaching.

Mrs Beloe is a member of the senior leadership team and works in conjunction with the Governing body. The named SEN Governor is Sheldon Davies. Please telephone the school on – 01889 590373 if you wish to speak to Mrs Beloe.

Principles of the SEN Code of Practice

At MMPS we believe that it is every pupil's right to receive high quality provision that meets their needs. In order to do this we need to accurately identify the needs of all our children. The children, at an appropriate level, and their parents need to be involved in decision making and must have their views taken into account. It is important to remove barriers to learning and if we need to liaise with outside agencies to help us with us we do.

What are Special Educational Needs?

The legal definition for the term SEN is,-

“Children with SEN all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra help from that given to children of the same age.

The law says that children do not have learning difficulties just because their first language is not English. Of course some of these children may have learning difficulties as well.

Many children will have some kind of SEN at some time during their education. Schools can help most children overcome the barriers their difficulties present easily and quickly. But a few children will need extra help for some or all of their time in school.

SEN could mean difficulties with, for example:

- All of the work in school.
- Reading, writing, number work or understanding information.
- Expressing themselves or understanding what others are saying.
- Making friends or relating to adults.
- Behaving properly in school.
- Organising themselves; or
- Some kind of sensory or physical needs which may affect them in school.

The kinds of SEN provided for

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Social, emotional and mental health difficulties

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Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Support for SEN

We place great emphasis on identifying SEN early so that we can provide appropriate provision as soon as possible. We recognise that children make progress at different rates and have different ways in which they learn best. Teachers take this into account by looking carefully at how they organise their classroom, lessons, the books and materials they give to each child and the way they teach. All teachers consider a number of options and choose the most appropriate way to help each child learn from a range of activities. This is often described as 'differentiation', Children making slower progress or having difficulties in one area may be given extra help or different lessons to help them succeed, including one-to-one interventions.

We do not assume, just because a child is making slower progress that a child has SEN. The Code describes a step-by-step or graduated approach for children with SEN. This approach recognises that children learn in different ways and can have different levels of SEN. So increasingly, step-by-step, specialist expertise may be brought in to help the school with the difficulties that a child may have. We will inform parents as soon as we start giving extra or different help to their child. Help for children with SEN will usually be in the class, sometimes with the help of other adults and occasionally with outside specialists.

What to do if you have a concern

If you think your child may have a special educational need that has not been identified please talk to the class teacher, the SENCo or the head teacher as soon as you can. You will be able to discuss your concern and find out what the school thinks. You might like to ask if;

- The school think your child has difficulties;
- The school thinks your child has SEN;
- Your child is able to work at the same level as other children of a similar age;
- Your child is already getting some extra help;
- You can help your child.

We will consult parents about all the decisions that affect their child.

Parents will be made fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home. Parents will also be involved in reviews of support provided to their child and have clear information about the impact of the support and interventions, enabling them to be involved in planning next steps.

If you want to talk to someone who is independent and knows about SEN you can get advice from <http://www.iassnetwork.org.uk/>, <http://www.derbyshireparentpartnership.co.uk/>.

We will provide an annual report for parents on their child's progress.

Where a pupil is receiving SEN support, we will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help them achieve them, and identify the responsibilities of the parent, the pupil and the school. The views of the pupils will be included in these discussions. This may be through involving the pupil in all or part of the discussion, or gathering their views as part of the preparation.

A record of the outcomes, action and support agreed through the discussion is kept and shared with all the appropriate school staff and a copy given to parents.

SEN Support in School

Only a few pupils will require interventions which are additional to and different from the differentiated curriculum provided for all pupils. This forms part of the graduated response.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and classes, as appropriate. We also consider if a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments we may need to make for them. The progress that all pupils make is regularly assessed and monitored by class teachers and the headteacher. This highlights pupils making less than expected progress given their age and individual circumstances. We also assess progress pupils make in areas other than attainment for example with social needs.

There are four broad areas of need and support (listed and described previously in this document) which give an overview of the range of needs that are planned for. We regularly review how we provide support across these areas. There are also four noted high incidence needs that all school will come across: ASD, communication, dyslexia and social, emotional and mental health.

Children's needs are met in a variety of ways;

- Positive Play
- Supported Circle Time
- One-to-one intervention
- Toe by Toe
- BRP

How we identify pupils with SEND

When deciding whether to make SEN provision, the teacher and the SENCO gather detailed information from within school regarding the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment. If necessary more specialised assessments from external agencies and professionals are requested. Children who do not make progress despite differentiated learning and interventions will be placed on the register.

Consulting Parents of Children with SEN

Information is discussed with parents through face to face meetings. They can be kept up-to-date with progress through home school diaries.

If additional funding and support is needed from the local authority High Needs Block, all information would be collated by the SENCo and a referral for an Education and Health Plan is submitted. Pupils, parents and other professional bodies are included in this process.

The SEN Information Report and other SEN information is on the school website, this includes a link to the LA Local Offer. We help parents to access the support from other agencies that they require.

Assessing and Reviewing Pupil Progress towards outcomes

For children on the SEN register the following will be the process through which their support is planned.

- IEPs are reviewed and renewed on a termly basis and shared with parents.
- Interventions are reviewed and updated half termly.
- Discussion on what has worked and led to progress and what needs to happen next.

Class teachers and teaching assistants keep records up-to-date. When reviewing progress class teachers and the SENCO work together. They plan an appropriate level of provision so that a pupil's needs are met.

Parents and pupils are consulted and new IEPs / targets are shared.

Transition Arrangements

When children move to a different class teachers liaise with each other to ensure a smooth transition. Strong links with Queen Elizabeth's Grammar School in Ashbourne means that information is passed on and children benefit from additional visits when this is appropriate.

Expertise and Training for staff

The SENCO liaises with the headteacher to ensure appropriate training is provided for teaching and non-teaching staff. Provision within the school for children with SEN is discussed annually as a priority for development funding to ensure all staff receive in-service training on the Code of Practice and the Identification and Assessment of SEN. The SENCO will organise relevant INSET and/or

cascade information to the rest of the staff. The school governor with responsibility for SEN will also be given the opportunity to attend training.

The Governors, Head Teacher and the SENCO will decide the hours and allocation of support staff. The SENCO regularly attends the Las SENCO network meetings in order to keep up-to-date with local and national changes in SEND.

We ensure Teaching Assistants are appropriately prepared and trained to support the curriculum, and that pupils are not separated from the curriculum as a result of being supported by a Teaching Assistant. Teaching Assistants work closely with the class teacher to ensure the pupils' needs are met.

Evaluating our SEN Provision

The class teacher is responsible for monitoring the progress of all children in their class, including those with SEN, on a daily basis. The school has half-termly progress meetings so that this formative assessment is discussed and acted upon. The SENCO monitors the progress of the children and their movement within the SEN system in school.

The school seeks the views of parents, pupils and staff at least annually. The governors monitor the results of these reviews.

The results of these reviews are analysed and used to improve the provision the school provides for all pupils.

Support for Improving Emotional and Social Development

We believe social development is very important and therefore it has a prominent place in school. We are able to offer Positive Play to children who will benefit from it. We use the Jenny Mosley strategies for Circle Time and our positive behaviour system. All the pupils are educated about anti-bullying and our circle time activities develop the pupil's skills so that they value everybody. Please refer to the school website for a copy of our Anti-bullying Policy.

Outside Agency Support

If we identify that we are unable to fully meet the needs of a child through our own provision we collect specialist assessment to inform planning and the measurement of pupil's progress. When it is appropriate we seek advice on the use of new or specialist strategies or materials. The headteacher monitors the cost additional support and the impact it has. Parents are informed if their child is receiving an intervention.

If additional funding and support is needed from the local authority High Needs Block, all information would be collated by the SENCo and a referral for an Education and Health Plan is submitted. Pupils, parents and other professional bodies are included in this process.

Requesting an Education, Health and Care needs assessment

If, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

Complaints about SEN Provision

Please refer to our Complaints Policy which is available on the school website or from the school office.