



Mary Deans CE Primary School Special Educational Needs and Disabilities (SEND) Policy

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for school DfE 2013
- SEND Code of Practice 0-25 (2014 Updated April 2020)
- Schools SEN Information Report Regulations (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)

The policy was produced by the schools SENDCo in liaison with all staff, parents and pupils with SEND.

Responsible Persons

Mrs R Hempzell [SEND Governor]

Mrs Jodie Childs [SENDCo]

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Ms Childs attends Senior Leadership Team meetings when appropriate to champion children with SEND and to develop senior leaders' knowledge and understanding of SEND issues.

Mary Dean CE School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice:

- All the teachers in the school are teachers of children with SEND and therefore have a responsibility to support their needs.
- Staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment where:

"Inclusion is not a strategy to help people fit into the systems and structures which exist; it is about transforming [them] to make it better for everyone."

(Diane Richler, President, Inclusion International)

Aims and objectives

The aims and objectives of this policy are:

- to create an environment that meets the special educational needs of each child, enabling them to make progress to achieve their best, become a confident individual leading a fulfilling life and begin to acquire the skills needed for a successful transition to adulthood.
- to ensure that the special educational needs of children are identified early, assessed comprehensively and provided for effectively.
- to make clear the expectations, roles and responsibilities of all partners in the process.
- to enable all children to have full access to all elements of the school curriculum.
- to ensure that parents are able to play their part in supporting their child's education.
- to ensure that our approach to planning and provision is person-centred, and that children have an active voice in the process.

Definitions

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

(SEN Code of Practice 2014)

Areas of special educational need

At Mary Dean's CE Primary School, we make provision for pupils with the following four areas of need as outlined in the 2014 SEND Code of Practice:

- Communication and Interaction.
- Cognition and Learning.

- Social, Emotional and Mental Health.
- Sensory and / or Physical.

Needs are identified in order to ascertain what action the school needs to take, not to fit children into a category

Legal Framework

To make this provision, this policy will have due regard to legislation, including, but not limited to:

- The Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- The Equality Act 2010.
- The Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- The 2015 SEND Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

These documents are readily available online, and can be accessed through the school office.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with SEN and Disability legislation, we will make all reasonable adjustments to provide effective educational provision. (Please see school's Admissions Policy.) The Board of Governors would make every effort to accommodate a child's particular needs, working with the LA to improve facilities where necessary.

In our school the SENDCO:

- oversees the day-to-day operation of the policy.
- co-ordinates the provision for and manages the responses to children's special needs.
- advises on the graduated approach to providing SEND support.
- supports and advises colleagues.
- oversees the records of all children with special educational needs.
- liaises with parents of children with SEND, in conjunction with class teachers.
- acts as link with external agencies and other support agencies.
- monitors and evaluates the special educational needs provision and reports to the governing body.

- contributes to the professional development of all staff.

Governors

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs.

Identification and Assessment

We recognise the benefits of identifying need at the earliest point so that we can make effective provision to improve long-term outcomes.

Needs may be identified by a number of indicators:

- Whole school tracking data.
- Teacher assessments and tests.
- Concerns raised by class teaching staff.
- Concerns raised by parents.
- Concerns raised by child.
- Information received from pre-school settings and from previous schools if pupils transfer.
- Information received from other services (eg health care).

Curriculum Access and Provision

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We meet this need, in the first instance by ensuring high quality teaching, differentiated for individual pupils, throughout the school.

In this teaching, we respect the fact that children:

- have different educational, behavioural and emotional needs and aspirations.
- require different strategies for learning.
- acquire, assimilate and communicate information at different rates.
- need a range of different teaching approaches and experiences.

Teachers organise their classroom environments in order to meet the learning needs of all pupils. Teachers differentiate work and resources as appropriate to the needs of the children. They work to meet individual learning needs and to mark work and plan next steps in learning effectively.

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

The range of provision may include:

- In class support for small groups with a Teacher or Teaching Assistant.
- Small group withdrawal for the further differentiation of whole class learning objectives or as an additional intervention programme.
- Individual class support or individual withdrawal for the above.

- Further differentiation of resources.
- Provision of alternative learning materials/ special equipment.
- Staff development/training to undertake more effective strategies.
- Access to Specialist Teaching and Educational Psychology Service, or other support services for advice on strategies, equipment, or staff training.

Record Keeping

Records belonging to children on the SEND register, and those for whom monitoring arrangements are in place, are kept updated by the SENDCO. These records are stored securely, in line with our Confidentiality Policy and Data Protection Policy, and with the General Data Protection Regulation (GDPR) 2018. Pertinent information is shared with teaching staff, and other professionals involved in the child's care and support and with parents in an accessible format. The SENDCO facilitates good communication between staff, ensuring that all issues relating to children with SEND are shared and actioned appropriately.

The child's view of their additional needs may be recorded within a One Page Profile (All about me), produced by a member of staff in consultation with the child.

The One Page Profile will include:

- What others like and admire about the child
- What the child is good at
- The areas in which the child wants to be supported to improve

The One Page Profile is reviewed at least annually as part of the input into regular TAM meetings.

Request for Statutory Assessment

If, despite this individualised programme of sustained intervention, the pupil remains a significant cause for concern, the school, in consultation with parents, will request a Statutory Assessment from the Local Authority, in line with 'The Local Offer'. A Statutory Assessment might also be requested by a parent or outside agency.

In making this application the school will include:

- Records from past interventions.
- Individual Learning Plans.
- Information on the pupil's health and relevant medical history.
- National Curriculum attainment information.
- Other relevant assessments from specialists such as support teachers and educational psychologists.
- The views of parents.
- The views of the pupil, where this is appropriate.
- Social Care/Educational Welfare Service reports.
- Any other involvement by professionals.

Education, Care and Health Plans (EHCP)

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. A request for a Statutory Assessment does not

inevitably lead to an EHCP. An EHCP may state that an alternative educational setting is more appropriate to the pupil's needs.

An EHCP will include details of learning objectives for the child. These are used to develop targets and establish provision

EHCPs must be reviewed annually and can be reviewed at any time should the child's circumstances change, or concerns raised about the nature of provision. The SENCO will organise these reviews and invite:

- The pupil's parent(s).
- The pupil if appropriate.
- The relevant teacher.
- Any other person the SENCO or parent/carer considers appropriate including health or educational professionals.

At Key Stage transition reviews, receiving schools are invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school. Within the time limits set out in the Code, the SENDCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

Partnership with parents

At May Dean's CE Primary School, we believe that education is most successful when parents are closely involved in their child's development; this is particularly in the support of those children with special educational needs. We encourage an active partnership through an on-going dialogue with parents. We keep parents informed by:

- giving parents and carers opportunities to play an active and valued role in their child's education.
- offering support during assessment and any related decision-making process about SEND provision.
- working effectively with all other agencies supporting children and their parents.
- making parents and carers feel welcome.
- providing all information in an accessible way.
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- instilling confidence that the school will listen and act appropriately.
- focusing on the child's strengths as well as areas of additional need.
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- agreeing targets for the child with parents.
- making parents and carers aware of further support which can be accessed through local services and voluntary agencies.
- displaying relevant information for parents in newsletters and on the school website

Pupil participation

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). As a school, we encourage children of all ages and abilities to take responsibility for their

own learning at an appropriate level; stating their views, sharing in the identification of personal targets, self-assessing and evaluating progress, recognising success and reviewing performance.

Review of SEND Policy

This policy has been written and agreed in conjunction with the Governing Body. The provision for SEND is extremely important to the community of Mary Dean's CE Primary School and the policy will be regularly updated to reflect current legislation and practices.

Full details of our SEN support can be found within the School Information Report on our school website @

<http://marydeansprimaryschool.co.uk/schoolinfo.html>