



MELDRETH
Primary School

Special Educational Needs and Disability Policy

Date

November 2019

Reviewed by

Full Governing Body

Next Review

November 2020

Links to **Feedback & Marking Policy, Equal Opportunity Policy**

INTRODUCTION

Meldreth Primary School is an Inclusive School with a strong belief that all children should be valued, treated with respect and supported to reach their full potential. We believe that by working in partnership with parents/carers and adults beyond school, that our children get the best possible: care, support, education. Every child is an individual and has individual needs that will affect their learning. Sometimes children need additional support to give them an extra boost or to help them catch up with other children of the same age. They may need this support for a short time or a longer period; during this time we will monitor their progress and keep in close touch with parents.

2. AIM AND OBJECTIVES

We aim to improve outcomes for all children with additional needs by raising the aspirations of and expectations for all pupils with Special Education Need (SEN).

To achieve this we will:

- Identify and provide for pupils who have special educational needs and additional needs
- Work within the guidance provide in the SEND Code of Practice, 2014
- Operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- Provide a SENCo who will oversee and implement our SEN and Inclusion Policy
- Provide support and advice for all staff working with pupils with SEN

3. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

3.1 The 2014 ‘Special Educational Needs and Disability Code of Practice 0-25 years’ is our legal guide for provision within school and can be downloaded at :

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/338195/Code_of_Practice_approved_by_Parliament_290714.pdf

The Code of Practice defines SEN as: ‘provision different from or additional to that normally available to pupils of the same age’.

A special educational need might fall into one or more of the following broad categories:

- Communication and Interaction – such as speech and language difficulties, Aspergers Syndrome or Autism.
- Cognition and Learning – children who learn at a slower pace to their peers or have a specific difficulty such as dyslexia, dyscalculia or dyspraxia.
- Social, Emotional and Mental Health Difficulties – such as challenging behaviour, anxiety, depression, eating difficulties, Attention Deficit Hyperactivity Disorder (ADHD) or attachment disorder.
- Sensory and/or Physical needs – children who have visual impairment (VI), hearing impairment (HI), a multi-sensory impairment (MSI) or a physical disability requiring ongoing support or equipment.

The purpose of identifying a special education need is to work out what action the school needs to take to support the individual child and ensure progress. In doing so we consider the needs of the whole child, not just the special educational need.

We recognise that progress and attainment may be affected by issues other than SEN. These could be:

- 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

3.2 Graduated Approach to SEN Support

High quality teaching is our priority for all children. Class 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. They will adapt class work if necessary by providing focused learning experiences to help children overcome barriers to their learning.

Pupils are only considered for registration as having SEN if they do not make adequate progress in spite of intervention/adjustments and good quality personalised teaching.

When concerns remain, the class teacher will liaise with parents and the SENCo to agree the next steps. Additional group support may be considered to boost learning. A one page profile outlining strengths, needs and strategies will be compiled and shared with parents. As part of this process some children may have a more detailed Pupil Passport stating specific targets and expected outcomes. The Pupil Passport will be reviewed at least termly with parents as part of our ASSESS-PLAN- DO-REVIEW cycle which tracks how effective an agreed strategy or intervention is in meeting a child's needs.

If, after two or more review meetings, a child's progress remains a concern, discussions between parents, class teacher and SENCo would include considering placing the child on the school's Special Educational Needs list which continues and formalises the approach begun above.

If, following specific, targeted support, a child's progress remains a concern, the school will consider seeking external advice, for example, an Educational Psychologist, Specialist Teaching Team, Occupational Therapist etc. There are clear thresholds based on needs, which the school must use when considering this step. The class teacher will meet for a consultation and advice will be provided

through a written report which will be shared with parents. Professionals will not work with children directly.

If the consultation advice does not show impact on learning, then a then an Early Help Assessment form is completed to seek direct involvement. The EHA form is completed by the school and parents together.

Some children, whose progress falls a long way behind their peers or who have a severe medical condition, may have an Education and Health Care Plan (EHC) to support their needs. There are strict guidelines on the attainment levels required to apply to the local authority for an EHC. The family and child are central to the planning of this support, which may include some additional funding to support a child's learning. The EHC plan is formally reviewed every year by the school, in conjunction with other professionals involved. The report from this meeting is sent to the Local Authority who decide whether to maintain the EHC plan for another year.

3.3 Criteria for exiting the SEN register.

Each half term, class teachers meet with the Headteacher and SENCo for pupil progress meetings. Where intervention has been successful in closing gaps in attainment and progress has been maintained over a period of two terms, a decision may be made, in discussion with parents, to remove a child from the SEN register. If concerns are raised again, provision is reviewed.

4. SUPPORTING PUPILS AND FAMILIES

4.1 Support includes:

- Independent support and someone to talk to in confidence
- Advice and information about Special Educational Needs
- Preparing for meetings with your child's school or with professional who are working with your child
- Information on your rights and responsibilities as a parent, children's rights and SEN law and guidance
- Information about local support groups and voluntary organisations
- Information leaflets, newsletters and policies, updates, training and events focused on special educational needs issues.

Confidential helpline (open during term time) 01223 699214.

http://www.cambridgeshire.gov.uk/downloads/download/142/parent_partnership_leaflets

Email- pps@cambridgeshire.gov.uk

Information about the Cambridgeshire SEND school report can be found at

www.cambridgeshire.gov.uk/send

4.2 Admission arrangements see school Admissions Policy

4.3 Assessment access arrangements

Some children may need specific arrangements whilst completing formal assessments. Consideration is given on an individual basis following the Department for Education's guidance on the assessment procedures each year. Supporting evidence is carefully recorded by the class teacher in discussion with the SENCo and Headteacher. Consideration for arrangements are discussed fully with parents and pupils in advance of assessment.

Arrangements may include:

- Additional time
- Additional rest breaks
- Use of a reader
- Use of a scribe or transcription of what has been written
- Use of a laptop
- Exemption

4.4 Transition Arrangements

We work to ensure smooth transition from pre-school into school, between classes and from primary school into secondary school. This includes visits from school staff to the child's current class/ setting and series of visits for the child to their new class. Specific individual programmes of transition activities for some children. Documentation passed from a previous setting or school is carefully read, shared and filed. The SENCo will contact the previous SENCo for further information as necessary. When a child moves on to another school, all paperwork will be forwarded securely to that school, including a child's Pupil Passport.

For children moving on to secondary school the SENCo and class teachers meet with the new SENCo to pass on relevant information and strategies prior to transition. Extra visits can be arranged with the college to ensure familiarity.

5. 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 a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Managing Medical conditions of pupils refer to our *Managing Medical Conditions of Pupils policy*.

6. MONITORING AND EVALUATION OF SEND

The school regularly and carefully monitors and evaluated the quality of provision we offer all pupils. As part of our regular evaluation cycle and staff appraisals, planning and teaching are monitored and observed by the Leadership Team and Subject Leaders. The SENCo is responsible for the appraisals of Teaching Assistants.

All additional intervention is recorded on our Provision Map, as well as Intervention Tracking sheets. The provision map is maintained by the SENCo and Headteacher and updated following Pupil Progress Meetings. Intervention Tracking sheets are completed and reviewed by Teaching Assistants and Class Teachers. These reviews should reflect the progress made by children and suggested next steps.

Pupil Passports are kept up to date by Class Teachers, and it is their responsibility to share these with parents, at least termly.

The views of parents and children are sought through group discussion and questionnaires. This information is used to review our provision and plan future changes.

The SENCo and Headteacher meet with the Special Educational Needs and Disability Governor at least termly to discuss provision and action plans.

7. TRAINING AND RESOURCES

7.1 Allocation of Resources

School resources are carefully allocated and matched to pupil's needs and budget available. Decisions are made in discussion with parents, teaching staff, including the school SENCo and Headteacher, and the Local Authority.

7.2 Training and staff development

Mrs K Samways is our (SENCO). She has achieved the National Award for SEN Coordination and is responsible for advising class teachers about the provision they make for children with SEND (special educational needs and disabilities), and for overseeing our whole school provision. The school SENCo is a member of the school leadership team.

Induction training for all new teachers and support staff includes a meeting with the SENCO 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 further training and development. We have an ongoing programme of training in place for both teachers and teaching assistants to ensure that they have up to date knowledge of a wide range of needs and how best to meet these needs.

The school SENCo regularly attends cluster meeting and LA network meetings in order to keep up to date with local and national updates in SEND.

8. ROLES AND RESPONSIBILITIES

8.1 Designated Teacher with specific Safeguarding responsibility **Sasha Howard and Andrew Jones**

Member of staff responsible for managing Pupil Premium grant/Looked After Children (PPG/LAC) funding **Sasha Howard**

Member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils **Kate Samways**

8.2 Role of the Special Educational Needs Co-ordinator

At Meldreth Primary School the SENCo) is responsible for:

- acting as a link with parents, alongside the class teacher
- co-ordinating the provision for children's special educational needs
- mapping provision and deploying support staff, alongside the Headteacher
- monitoring the quality and effectiveness of provision
- supporting and advising colleagues on the gradual approach to SEN support
- transition arrangements from pre-school and into secondary school for children with SEND
- transition between classes, especially transition between Key Stages
- work with the Year 6 teacher to sort Access Arrangements for Statutory Assessment Testing
- acting as a link with agencies
- maintaining the SEND register
- contributing to and managing the records of all children with SEND,
- adhering to processes as required by the DfE and Local Authority (LA),
- managing the day to day operation of this policy,
- reporting to the governing body.
- carrying out Teaching Assistant Appraisals.

8.3 Role of teaching and support staff

Teaching and support staff will:

- focus on outcomes for all pupils
- have responsibility for meeting the needs of pupils with SEN.
- liaise with parents and pupils in planning and reviewing provision.
- maintain records of interventions and pupil passports.

Whilst class teachers take responsibility for managing children with SEND, all staff support and facilitate their independence and independent learning.

Line managed by Kate Samways and Sasha Howard.

8.4 Role of the governing body

The governing body determines the school's general policy, and is responsible for securing the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They monitor and report to parents annually on the school's policy for children with SEN.

8.5 Role of parents/carers

Parents/carers are vital partners in the education of their children. It is important that they can give help and support and are kept informed at all times about the progress of their children. All decisions are reached jointly and no processes go ahead without the permission of parents/carers. When a child is identified as having an additional need parents/carers are invited to discuss the situation with the class teacher and/or SENCo. All concerns are shared and the child's individual targets are discussed and monitored. If it is thought necessary for a child to have a Pupil Passport with individual targets, this is shared and regularly reviewed with parents/carers. If outside agencies are required for the child parents will be asked to fill out an Early Help Form with the SENCo / Headteacher in order to request the services needed.

It is expected that parents attend meetings, when possible and we will endeavour to ensure convenient times to take into consideration work commitments. After a meeting parents will receive minutes of the meeting for them to read, amend, sign and return to school before the minutes are distributed more widely.

8.6 Participation of pupils

At Meldreth Primary School children are aware of their learning targets, and are involved in setting and reviewing their targets with the class teacher.

Children are welcome to attend any meeting about themselves, where appropriate.

Children with statements are invited to their annual review meeting with parents'/carers' consent.

9. STORING AND MANAGING INFORMATION

Electronic records of documents are stored on the school server. Any emails relating to individual pupils are only exchanged through the county email service.

Paper copies and correspondence are stored in a locked filing cabinet in the Staffroom.

ACCESSIBILITY *refer to school Accessibility plan*

10. DEALING WITH COMPLAINTS

All complaints regarding SEND will be dealt with through the school's complaints procedure. All complaints regarding bullying will be dealt with through the school Positive behaviour and anti-bullying policy.

11. REVIEWING THE POLICY

The Governing Body will review this policy statement annually and update, modify or amend it as it considers necessary to ensure the policy meets the needs of Meldreth Primary School.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 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 (2014)
- 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

This policy was created by the school's Special Educational Needs Coordinator (SENCO) in consultation with the SEN/D Governor and the School Leadership Team (SLT), staff and parents of pupils with SEND.

SENCO

Mrs Samways is a member of the School Leadership Team and be contacted at:

ksamways@meldreth.cambs.sch.uk or on 01763 260432

SEND Governor

Mr. Neil O'Regan

APPENDIX A

School SEN Information Report

http://www.meldreth.cambs.sch.uk/website/supporting_my_child_with_additional_needs/137299