

# **MANEY HILL PRIMARY SCHOOL**



## **SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY**

Reviewed By Staff:	June 2017
Governor Ratification Date:	July 2017
Next Review Date:	



# SEND POLICY

At Maney Hill, we are committed to giving all of our children every opportunity to meet and exceed their potential. We respect and celebrate the unique contribution that every individual makes to our school community. The achievements, attitudes and well-being of all pupils is paramount and inclusion is the responsibility of everyone within our school; every teacher is a teacher of every pupil, including those with special educational needs and disabilities (SEND).

## Introduction

To define special education needs (SEN) at our school, we use the definition from the SEND Code of Practice (2014). This states the following:

*SEN: a child or young person has special educational needs if he or she has a learning difficulty or disability which calls for **special educational provision** to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting.*

Some children and young people who have SEN may have a specific disability. Under the Equality Act 2010, this is defined as:

*Disability: a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**.*

## Aims & Objectives

Our aim, and the purpose of this policy, is to ensure that each of our pupils achieve their best and are confident individuals who go on to lead happy and fulfilled lives. In order to do this, we consistently strive to meet the following objectives:

- to ensure there are clear processes for identifying, assessing, planning, providing for and reviewing the needs of SEN pupils, with the pupils and their parents/carers at the centre
- to develop effective whole-school provision management of support for pupils with special educational needs and disabilities
- to deliver training and support for all staff working with pupils with SEN

## **Admission Arrangements**

Please refer to the information contained in our school prospectus. 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.

## **Roles and Responsibilities**

### **The Governing Body**

The key responsibilities of the Governing Body include:

- naming a governor to have responsibility for the implementation of the SEND policy - **Rosemary Coombes**
- being fully involved in developing and monitoring the SEND policy
- having up to date knowledge of SEN provision including funding
- ensuring provision is part of the School Development Plan
- ensuring the quality of SEN provision is monitored

### **The Head Teacher**

The key responsibilities of the Head Teacher include:

- allocating roles and responsibilities to staff so that special needs are met
- ensuring that the needs of SEN children are met within the school
- working closely with the Inclusion Leader to ensure they are fully informed on progress made by SEN children

### **The SENCo (Inclusion Leader - *Katy Samson*)**

The key responsibilities of the SENCo/Inclusion Leader include:

- developing and implementing the SEND policy
- overseeing the day-to-day operation of the School's SEND policy
- co-ordinating provision for pupils with SEN
- liaising with and advising teaching and support staff
- overseeing the records of all pupils with SEN
- liaising with parents of children with SEN
- liaising with external agencies including the LA's Educational Psychology and Support Services
- managing the SEN budget and accounting for its expenditure
- informing the Governing Body of SEN provision
- providing appropriate specialist teaching to pupils where necessary

## **Teachers**

The key responsibilities of the teacher include:

- planning and delivering high quality teaching, differentiating appropriately to ensure the curriculum is accessible to all children
- registering concerns about a child to the SENCo or Head teacher
- maintaining up-to-date information, planning, assessment and intervention records
- updating at least termly, One Page Profiles (OPPs) for SEN children, setting new targets as necessary
- ensuring TAs are supporting pupils in their class, as directed
- providing learning experiences which are appropriate to the needs of the child
- attending INSET and courses as appropriate

## **Teaching Assistants**

Under the guidance of the teacher, the key responsibilities of the teaching assistant include:

- carrying out activities and learning programmes planned by/with the teacher
- keeping up-to-date information records for pupils
- supporting individuals or small groups of children in class or by running group interventions
- attending INSET and courses where appropriate

## **Identification**

A process of on-going teacher assessments and termly pupil progress meetings with the Head Teacher, identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCo. In deciding whether to make special educational provision, the teacher and SENCo will consider all of the information gathered from within the school about the pupil's progress alongside the views of parents/carers and the pupil themselves. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs.

There are four broad areas of need which give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action we need to take, not to fit a pupil into a category. In practice, individual children often have needs that cut across all these areas and their needs may change over time.

The four broad areas of need are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

(See Pg 97 of the 'DfE 2014 SEND Code of Practice' for more info.)

EAL: Particular care is taken when identifying and assessing SEN for children whose first language is not English. We look carefully at all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

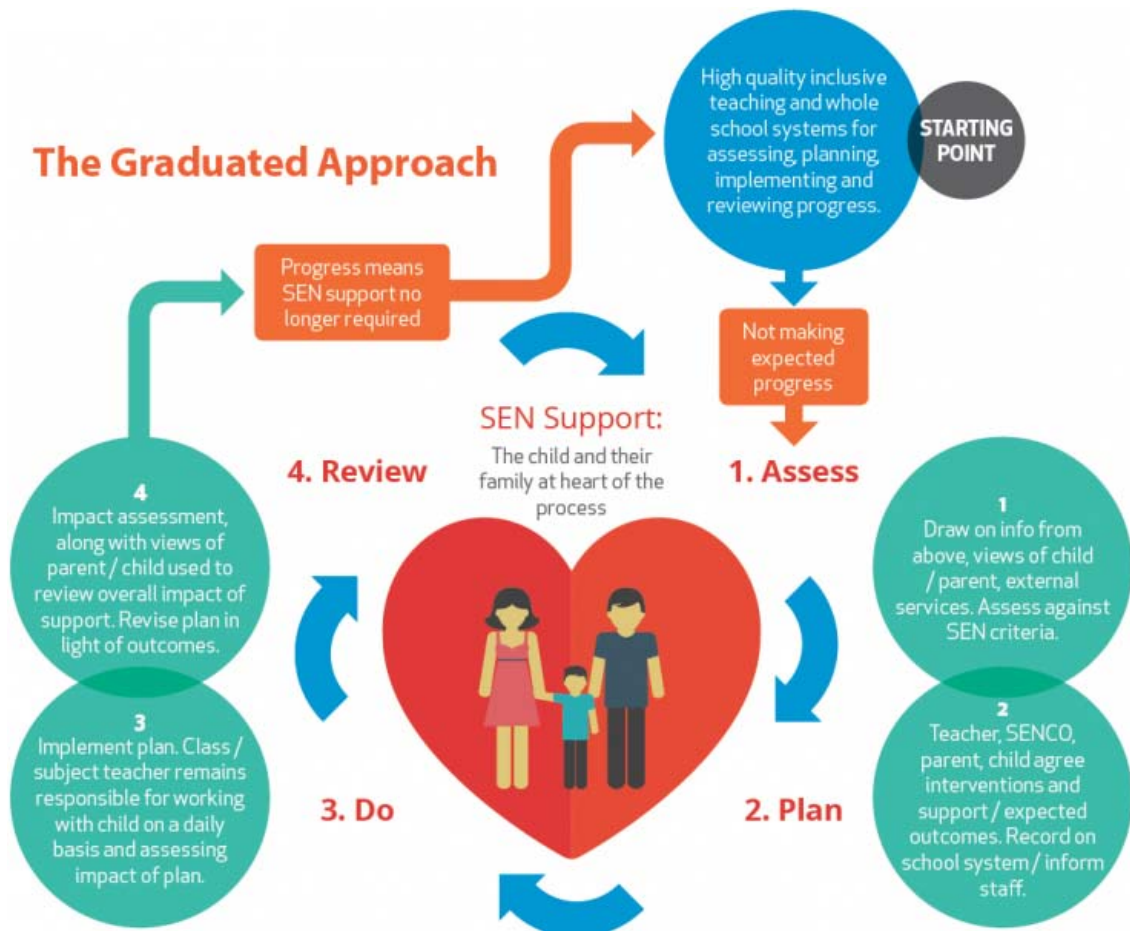
External Agencies: Where pupils have higher levels of need, and with parental permission, the school may to seek advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)
- Pupil & School Support Service (PSSS)
- Speech and Language Therapy (SaLT)
- Communication & Autism Team (CAT)
- School Health Advisory Service
- School Nurse Team
- Sensory Services (Hearing/Visual)
- Physiotherapy
- Occupational Therapy (OT)
- Forward Thinking Birmingham (Previously CAMHS)

SEN Support: If the support needed can be provided by high quality teaching alone, then a child might not be considered to have SEN or placed on the SEN record. If, however, the support required is **different from or additional to** what is ordinarily offered, the child will be placed on the SEN register at 'SEN Support', either at a 'targeted' (in school) or 'specialist' (agency involvement) level.

## **A Graduated Approach**

Once a child has been identified as having SEN, the school will seek to remove barriers to learning and put effective special educational provision in place, drawing on external agency involvement where necessary. This begins a four-part cycle of 'assess, plan, do, review' with the child and their family at the centre of the process:



*(Taken from Optimus Education)*

**OPP:** A document called a 'One Page Profile' (OPP) will be implemented at the point at which a child joins the SEND record and will be reviewed formally termly. This page of information provides up-to-date details about the child and the targets they are currently working towards, as well as detail the strategies which are being used to support the child in class. Parents are invited to these termly reviews to discuss progress and next steps as well as agree interventions and strategies.

When a pupil responds well to intervention and the level of support required reduces, the decision may be taken to remove the level of 'SEN Support' and the pupil will continue to be monitored whilst receiving high quality teaching in class.

### **Referral for a Statutory Assessment**

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. 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 (EHCP) will be taken at a 'team around the family'

review. The application for an Education, Health and Care Plans will combine information from a variety of sources including parents, teachers, the SENCo, educational professionals, social care and health professionals. Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a panel of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents 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 Birmingham Local Offer at [www.mycareinbirmingham.org.uk](http://www.mycareinbirmingham.org.uk)*

## **Education, Health and Care Plans**

Following a statutory assessment, an EHC Plan may be provided by Birmingham Authority 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 will be involved developing and producing the plan. Parents 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. 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 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.

## **Partnership with Parents**

- the School recognises that parents play an active and valued role in their child's education and have knowledge and experience to contribute to the shared view of their child's needs
- parents who have concerns about the learning needs of their child, can contact the School at any time
- the SENCo is available at Parent's Evenings to discuss the progress of children with special educational needs
- parents wishing to see the SENCo to discuss their child may make an appointment to do so at any mutually convenient time during the school year
- the SENCo will ensure that parents are kept informed of their child's progress and are invited to termly review meetings
- agreement from parents is sought before a pupil works with an External Agency, and when there is a request for a referral
- parents of pupils at any stage on the Code of Practice are invited to Review Meetings, including Annual Reviews for pupils with an EHCP.



## **Transition Arrangements**

In the final term of year six, the SENCo will contact secondary schools identified for pupils with SEN and will give appropriate information prior to transition. For those pupils who have an EHCP, the SENCo will invite secondary school staff to attend the Annual Review. Additional transition arrangements may be made at these reviews. SEN pupils who are moving between key stages will have transition arrangements in place via the termly OPP review process. When children join us in Reception, in addition to teacher nursery visits and school open days, additional arrangements may be made in order to further support this transition.

## **Other Reading**

This Policy should be read in conjunction with the following documents, all of which are available on the school website:

- Equal Opportunities Policy
- Medicines Policy
- Access Plan
- School Development Plan