UNIVERSITY OF LINCOLN

Monkshouse Primary Academy

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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"Every child has an entitlement to personal, social and intellectual development and must be given the opportunity to achieve his/her potential in learning".

NASEN Mission statement

1. Introduction

The Special Educational Needs and Disability Code of Practice: 0-25 Years (Jan 2015) states that a child or young person has SEND if they have a learning difficulty and/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 or mainstream post-16 institutions

Many pupils during their time at school may experience difficulties, long or short term, and these may encompass intellectual, physical, sensory, social, emotional, behavioural and/or speech and language areas.

Many children and young people who have SEND (Special Educational Needs and or disabilities) may have a disability under the Equality Act 2010 – that is '…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'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

Every pupil is seen as having individual needs, and the school strives to ensure that everyone feels equally valued and fully included within the school community.

Our school's Special Educational Needs and Disability (SEND) policy outlines the way in which we manage SEND at our school. It reflects the opinions of all staff and governors regarding SEND and will be reviewed every year. The implementation of

this policy is the responsibility of the Principal and all teaching and classroom support staff.

2. Purpose

We, at Monkshouse Primary Academy, believe that each pupil has individual and unique needs. However, some pupils require more support than others and we acknowledge that a significant proportion of pupils may have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a shorter period of time. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. The objective of the Special Educational Needs and Disability Policy is to improve the learning and raise the achievement of students with special educational needs and/or disabilities.

We aim, through an inclusive curriculum, to:

- Identify and meet the needs of all SEND pupils as soon as possible. (see Appendix 1 and Appendix 2)
- Enable every pupil to experience success.
- Promote individual confidence and a positive attitude.
- Ensure that all pupils, regardless of their special educational needs, receive high-quality educational provision through a broad, balanced, and appropriately adapted curriculum that is relevant to their individual needs and enables coherent and progressive learning.
- Give pupils with SEND equal opportunity to take part in all aspects of the school's provision, as far as is appropriate.
- Use resources effectively to support children with SEND.
- Use a range of teaching and learning styles.
- Identify, assess, record and regularly review pupil's progress and needs, involving pupils in their own target setting where appropriate.
- Work in partnership with parents/carers and pupils to plan and support at all stages of the pupil's development, seeking and taking all views into account.
- Work collaboratively with outside agencies and support services.
- Ensure that the curriculum is accessible to all pupils through appropriate adaptation, with high-quality first teaching embedded as a priority throughout the school.

3. Roles and Responsibilities

The Principal has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs and disabilities (SEND). The Principal should keep the governing body fully informed and also work closely with the school's SENDCo.

Provision for pupils with special educational needs and disabilities is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, to recognise the need for adaptations and employ a range of teaching and learning styles to meet the individual needs. All staff are responsible for

helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) Miss Hannah Cumper, is supported by the Principal, who is the school's responsible person.

The SENDCo is responsible for:

- Writing and reviewing the SEND policy.
- Overseeing the day-to-day implementation of the SEND policy and resources.
- Maintaining the school's SEND register and records, ensuring that the school keeps the records of all pupils with SEND up to date.
- Helping staff to identify pupils with SEND. (see Appendix 1 and Appendix 2)
- Co-ordinating provision for pupils with SEND, with the support of class teachers, through the setting up of in-class support, intervention programmes and the teaching of individual and small groups of SEND pupils.
- Monitoring and evaluating the progress of pupils with SEND through the use of assessments, book scrutinies, observations and the school tracking system.
- Contributing to the in-service training of staff.
- Liaising with and supporting class teachers in devising strategies, monitoring and reviewing individual targets, setting targets appropriate to the needs of the pupils and advising on appropriate resources and materials for use with pupils with SEND.
- Organising and leading annual reviews of EHC plans.
- Liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Liaising and meeting with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents.
- Carry out referral procedures to the Local Authority and outside agencies.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Working with the Principal and school governors to ensure they meet their responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Attend area SENDCo meetings and training as appropriate.

Class teachers are responsible for:

- Identifying students who require extra support in class, raising initial concerns and consulting the SENDCo for advice and support. (see Appendix 1 and Appendix 2)
- Including pupils with SEND in the classroom and providing an appropriately differentiated curriculum.
- Identifying, setting, and reviewing individual targets for pupils.
- Supporting pupils in working towards their individual targets through high-quality classroom provision.

- Monitoring individual progress, attending pupil progress meetings with the Principal.
- Managing teaching assistants in their classrooms on a day-to-day basis.
- Meeting with parents and outside agencies when appropriate.
- Providing 'Quality first teaching' and adapting learning objectives to meet the needs of all SEND pupils.
- Planning and recording interventions.

Teaching assistants are responsible for:

- Supporting SEND pupils with adapted activities designed to meet specific individual targets.
- Encouraging and promoting pupil independence.
- Liaising with teachers and the SENDCo, giving feedback and suggesting development.
- Working with individuals or groups of pupils. Recording of interventions and providing feedback to teachers.
- Supporting with the preparation of resources and adapting materials to meet the needs of SEND pupils.
- Attending planning and review meetings as appropriate.

The Governing Body will ensure that:

- The SEND policy is implemented fully.
- The success of the implementation of the SEND policy and the quality of SEND provision is monitored through regular meetings with the SEND Governor and SENDCo.
- They have regard to the requirements of the SEND Code of Practice (2015) and current DfE guidance relating to SEND.
- They provide appropriate support and challenge in relation to SEND provision and outcomes for children with SEND.
- The SENDCo is provided with sufficient time, resources and administrative support to carry out their responsibilities effectively.
- Key SEND-related documents, including the SEND Information Report, Equality Information and Objectives, and Accessibility Plan, are reviewed and monitored regularly.

4. Provision

- Early action is essential for pupils who need support prior to placement on the SEND register. Identification of SEND: "The SENDCo works with class teachers to identify pupils who may have SEND through a range of information, including attainment and progress data, observations, assessment, parent and pupil views, and evidence relating to communication and interaction, cognition and learning, social, emotional and mental health, and sensory and/or physical needs."

Discussion takes place between the SENDCo and class teachers about high quality adapted teaching within class, current Wave 2 intervention and strategies to support. Individual pupil's progress alongside national data and expectations of progress is also discussed.

- Parents/carers are involved prior to placement on the SEND register so that their views and wishes can be ascertained and all procedures can be explained. Agreement can be reached regarding future support as well as the expected impact on progress, development or behaviour, along with a clear date for review. Individual targets are issued three times a year and questionnaires regarding SEND provision are issued at this time. The SENDCo holds regular meetings throughout the year with parents who require advice, reviews, or progress updates for SEND children. Parents are encouraged to become involved in supporting their child at home with individual targets. Pupils with EHC plans will attend their annual reviews where appropriate.
- Once a pupil has been identified as having SEND, the graduated approach, as set out in the SEND Code of Practice (Jan 2015), is put in place – assess, plan, do, review.
- Individual targets are drawn up for each SEND pupil. This details the specific targets the pupil is working towards and describes the strategies and arrangements needed to help them to achieve these targets. Pupils and parents will be encouraged to be involved in the process of identifying the targets and reviewing their progress.
- If a pupil continues to make below expected progress, the SENDCo, with the parent/carers consent, may ask for help from specialists outside school. This is in addition to the extra support the school is already providing for the pupil.
- In a very small number of cases, where, despite appropriate provision through the graduated approach, a pupil continues to have significant and/or complex needs, the school may consider requesting an Education, Health and Care needs assessment. This decision will be made in consultation with parents/carers and with regard to the statutory criteria for an EHC needs assessment. If the local authority agrees to this request, it will collect information from everyone involved with the pupil and, from this, decide whether to issue an Education Health and Care Plan (EHCP).
- Most pupils with SEND have individual targets that are developed and reviewed in line with the Assess, Plan, Do, Review (APDR) cycle. These targets form part of the pupil's profile, which is reviewed and updated termly to reflect progress, outcomes, and next steps. Pupils are involved in and aware of their targets, and their profiles are maintained within their classroom learning packs to support ongoing engagement with their learning.
- Dates of all interventions and comments on progress against their individual targets can be found in each class SEND folder.
- The SEND Code of Practice (2015) identifies four broad areas of need and support;

  Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health difficulties and Sensory and/or Physical Needs. Pupils on the

SEND register may require and receive support under any of these areas of need.

- Pupils on the SEND register may receive extra support from a teacher or teaching assistant, in a group or, when necessary, as an individual. This support may either be given within the classroom or as part of a group intervention away from the classroom. Wherever possible, pupils will remain in the classroom with their peers, receiving high-quality teaching from the Class Teacher through appropriately adapted provision.
- However, there are times when 'additional to, different from' interventions need to be offered to support pupils in their learning. When any additional support is allocated, whether it is delivered by a Teacher, Specialist Teacher, the SENDCo or Teaching Assistant, the focus of all intervention will be on outcomes; our aim is to put in sufficient support to enable our pupils to reach challenging targets, but without developing a learned dependence upon an adult.
- There are a number of shared areas within the school which teaching assistants use for specialised teaching. Pupil records are stored in a locked filing cabinet in the SEND room.
- Arrangements are made for pupils with SEND taking statutory tests. These may include a reader, extra time and help with recording, in line with government assessment policy.
- When pupils leave the school, all SEND records are sent on to the new school. The SENDCo contacts the receiving school's SENDCo to ensure continuity of support.
- Inclusive practice underpins all aspects of school life. The school continually reviews and develops its provision to identify and remove barriers to learning, ensuring fair access to education and positive outcomes for all pupils.
- The school has wheelchair access and disabled toilet facilities. (Please see the Accessibility Plan)
- The SEND Code of Practice (January 2015**)** requires all local authorities to publish a Special Educational Needs and Disability Local Offer which sets out, in one place, information about the support available for children and young people with Special Educational Needs and/or Disabilities. Schools are also required, from September 2014, to publish details of their own SEND information report, detailing provision for pupils with Special Educational Needs and/or a disability. Monkshouse School's SEND information report can be found on the school website.
- At every stage of the SEND process, it is our policy to work in partnership with our parents and their child to secure the best possible outcomes.

5. Training

Relevant staff members will keep up to date with any necessary training, which will be provided by the SENDCo and external agencies. Within the last three years, various staff have had the following training which links to SEND:

- Understanding the Graduated Approach
- Language for Thinking (Speech & Language intervention programme)
- WellComm (Speech & Language intervention programme)

- Precision Teaching
- Autism Tier 1 and various other ASD courses
- Friends for Life
- Trauma Training
- Child Protection
- First Aid
- Team Teach – De-escalation and positive handling
- EpiPen
- Mindfulness
- Solution Focused Therapy
- Emotional Literacy
- ELKLAN Speech & Language
- Lego Therapy
- Art Therapy
- Read Write Inc phonics
- Drawing & Talking
- Feelings Detectives
- Sand Play Therapy
- Zones of Regulation
- Dyslexia
- ADHD Awareness
- Makaton
- Colourful Semantics
- Numicon
- Social Stories
- Understanding Behaviour as Communication
- Regulation and De escalation
- Attention Autism
- Adaptive Teaching Practice

The school has a full-time trained ELSA (Emotional Literacy Support Assistant).

Our SENDCo Miss Hannah Cumper is working towards the NPQ For Sepcial Educational Needs Co-ordinators (NPQSENCO) qualification.

2. Complaints

If parents/carers believe that their child has a learning difficulty which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEND, they should first talk to the child's class teacher. If things cannot be resolved by the class teacher, the parent should make an appointment to see the SENDCo (Miss Cumper) or the Principal (Mr Clarke). Most concerns can be resolved in this way.

If parents are still dissatisfied, they may choose to raise their concerns with the governing body by following the school complaints procedure as outlined in the complaints policy.