



# Melcombe Primary School Special Educational Needs Policy

Reviewed by: Amira Hegazey

Date adopted: 17/12/18

Signed Emma Anderson

Date 17.12.18

Emma Anderson  
Chair of the Governing Board

Date for Review: 17/12/19

## SEND Policy 2018

SENCO (Member of the Senior Leadership Team): Amira Hegazey

### 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
- Melcombe Primary School - Safeguarding Policy
- Teachers Standards 2012

The Special Educational Needs Policy of Melcombe Primary School has been drawn up and jointly agreed by school staff and school Governors.

## ETHOS OF THE SCHOOL

At Melcombe Primary School we value each child as an individual. We aim to bring the best out of each child's potential. We are a caring and friendly learning community aiming to be outstanding in whatever we do.

## AIMS AND OBJECTIVES

The aims and objectives of our special educational need and disability policy and practice at Melcombe Primary School are:

- To identify and provide for pupils who have special educational needs and additional needs
- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:
  1. Communication and interaction,
  2. Cognition and learning,
  3. Social, mental and emotional health,
  4. Sensory/physical.
- To work within the guidance provide 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(SENCO) who will work with the SEN Inclusion Policy
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## DEFENITION OF SEN AND DISABILITY

At Melcombe Primary School we use the definition for SEN and for disability from the SEND Code of Practice (2014) which states:

- 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 in England*
- Disability: *Many children and young people who have SEN 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 includes sensory impairments such*

*as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

The SEND Code of Practice (2014) describes four categories of need:

- **Communication and Interaction**  
Children and young people with speech, language and communication needs, and also likely to apply to children and young people with ASD – including Aspergers and Autism
- **Cognition and Learning**  
Children with moderate and severe learning difficulties or profound and multiple learning difficulties, in addition to specific learning difficulties such as dyslexia, dyscalculia and dyspraxia
- **Social, Mental and Emotional Health**  
Children who may be withdrawn or isolated, disruptive, hyperactive or lack concentration
- **Sensory and/or Physical Needs**  
Children and young people who require special educational provision because of their disability. This includes vision and hearing impairment – or multi-sensory impairment – and some children with a physical disability who may require additional support to access the curriculum.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN. Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

## **IDENTIFICATION, ASSESSMENT AND REVIEW**

### **A Graduated Response to SEN Support**

Melcombe Primary School will adopt a graduated response to meeting special educational needs that requires the initial use of classroom and school resources before bringing specialist expertise to support pupils who are experiencing difficulties with their learning.

When a young person is identified as having special educational needs, the school will intervene as described below. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies. Such interventions are a means of helping Melcombe Primary School and parents match special educational provision to individual pupil needs.

### **Quality First Teaching**

High Quality Teaching is at the heart of everything we do at Melcombe Primary School. 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. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching. The key characteristics of high quality teaching are:

- highly focused lesson design with sharp objectives;
- high demands of pupil involvement and engagement with their learning;
- high levels of interaction for all pupils;
- appropriate use of teacher questioning, modelling and explaining;

- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups;
- an expectation that pupils will accept responsibility for their own learning and work independently;
- regular use of encouragement and authentic praise to engage and motivate pupils.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through teacher lesson observations, book scrutinies, learning walks and termly pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

Every pupil's current level and attainment in Reading, Writing and Maths is discussed at the pupil progress meetings, which take place every term. Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for their pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;

Any pupils who are falling significantly outside of the range of their expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class. The SENCO will work closely with the class teacher in order to determine which level of provision the child will need going forward.

### **SEN Support**

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where members of external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

### **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

### **MANAGING PUPILS' NEEDS ON THE SEN REGISTER**

All children on the SEN register will have outcomes and will be supported in various ways. This could be in the form of working in smaller groups, having intervention and or working with other outside agencies. The support will be reviewed twice per year, where parents and children will be involved in reviewing progress and setting new outcomes.

Class teachers are responsible for evidencing progress according to the outcomes described in the plan.

Each class teacher will have a SEN folder, which details important information about all children on the SEN register in the class, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professionals will all contribute to the pupil profile. The SENCO reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

There are three levels of support for pupils with SEND:

- **Universal** – quality first teaching including minor adaptations to match learning needs. **Universal level** funding is provided on a per-learner basis for all those attending the educating institution. This is also known as element 1 funding. Good

quality universal provision will reduce the need for deployment of more expensive resources.

- **Targeted** - additional short term special educational provision to remove or reduce any obstacles to a child's learning. This takes the form of a graduated four part approach of a) **assessing** the child's needs, b) **planning** the most effective and appropriate intervention, c) **providing** this intervention and d) **reviewing** the impact on the child's progress towards individual learning outcomes. Specific targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number a weeks to minimise disruption to the regular curriculum. Parents will be kept informed of their child's progress towards learning outcomes. **Targeted level** mainstream providers (schools and academies) are expected to contribute the first £6,000 of the additional educational support provision for learners with SEN from their notional SEN budget. This is also known as element 2 funding.
- **Specialist** – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for a child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. For a very small number of pupils access to these specialists may be through an EHC Plan. **Specialist or personalised level** top-up funding above £10,000 (elements 1 and 2) is provided on a per-learner basis by the commissioner placing the pupil.

#### **Referral for an Education, Health and Care Plan (EHC Plan)**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process, which is usually requested by the school but can also 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 will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals
- Educational Psychologists

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 group 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.

#### **CRITERIA FOR EXITING THE SEN REGISTER/RECORD**

If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENCO, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school.

The pupil will continue to be monitored through the school's monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

### **SUPPORTING PUPILS AND FAMILIES**

Class teachers, in partnership with the SENCO, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests then the SENCO will liaise with the class teacher to assess pupils' eligibility for access arrangements.

### **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.

### **TRAINING AND RESOURCES**

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 training and development. All teachers and support staff undertake induction on taking up a post and this 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. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with child with SEND.

### **ROLES AND RESPONSIBILITIES**

#### **The Role of the Governing Body**

Governors have responsibility for the strategic overview of and the implementation of the SEND Policy. The day-to-day management and organisation of SEND at Melcombe Primary School is the responsibility of the Head Teacher and the SENCO. Governors will make sure that they are fully involved and will undertake review and monitoring of the school's SEND Policy. All governors, especially the SEND Governor will ensure that they are up to date and knowledgeable about the school's SEND provision.

#### **The Role of the Head Teacher**

The Head Teacher's responsibilities include:

- leading and managing the school, within an agreed strategic framework, ensuring that it is effective, self-managing, self-evaluating and self-improving, and with high achieving pupils and staff;
- ensuring that all pupils, including those with SEN or additional needs, receive their full educational entitlement and have access to the whole curriculum;
- being responsible for the dissemination of budget to SENCO;
- reviewing the SEND budget with SENCO;
- implementing Teaching Assistant support;
- ensuring Annual Reviews take place;
- informing Governors of SEND issues on a regular basis;
- ensuring SEND and Inclusion policy is in place;
- ensuring training needs of SENCO and support staff are met;

- working with the SENCO and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

### **The role of the SENCO**

The SENCO's responsibilities include;

- ensuring that all pupils, including those with SEND or additional needs, receive their full educational entitlement and have access to the whole curriculum;
- leading continuing professional development for all staff and governors;
- developing, planning, managing and evaluating interventions and developing alternative teaching strategies and individual programmes where necessary;
- having a strategic overview of SEND and inclusion throughout the school;
- advising and supporting other members of staff;
- having responsibility for the School's SEND and Inclusion policy – its development, maintenance and evaluation;
- ensuring that the school's policy is consistently applied throughout the school;
- managing the budget and resources, including the pupil premium;
- preparing and managing statutory assessment paperwork;
- organising, attending and co-ordinating annual reviews and other review meetings;
- meeting with parents and carers;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the Local Authority and the Local Authority's support services;
- liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- working with pupils, parents, class teachers, Learning Support Assistant and core subject leaders to set suitable targets for children with SEND;
- managing any special arrangements for pupils during the end of key stage tests and external examinations;
- assisting teachers in the identification of children with SEND, advising them on appropriate strategies.

### **The role of the Class teacher**

The Class teacher's responsibilities include;

- planning and delivering quality first teaching in partnership with the learning support assistants and teaching assistants working in the class in order to ensure that all pupils, including those with SEND or additional needs, receive their full educational entitlement and have access to the whole curriculum;
- adapting teaching approaches to reflect the range of needs within the class
- following the school's SEN Policy;
- in partnership with the SENCo/Inclusion manager and outside agencies, meeting with parents and carers with SEND regularly;
- discussing progress, reviewing targets and developing a new learning plan in partnership with the SENCO, parents and carers, and children;
- delivering interventions in partnership with the SENCO, Educational Psychologist, Speech and Language Therapist, Occupational Therapist and/or other outside agencies;
- monitoring pupil progress to intervention outcomes and make adjustments if necessary.



### **The role of the Learning Support Assistant/Teaching Assistant**

The Learning Support Assistant's/Teaching Assistant's responsibilities include;

- providing learning support for the pupil in class or in withdrawal situations, either 1:1 or small groups;
- developing knowledge of the particular needs of the child and seeking advice from Inclusion Manager, class teacher and outside agencies as required;
- aiding access to the full range of learning experiences both inside and outside the classroom and providing modified materials as required e.g. worksheets, games, visual prompt cards etc.;
- making or modifying resources as suggested and advised by the Inclusion Manager, Educational Psychologist or other outside agencies;
- being involved in the planning and preparation of the day-to-day class activities;
- being aware of the school's SEN Policy;
- providing regular feedback to the class teacher, Inclusion Manager and relevant outside agencies about the pupil's difficulties and progress;
- contributing to the pupil's annual review.

### **COMPLAINTS**

The school has a complaints procedure which applies to complaints about SEND.

For further detail, please see the school's complaints policy, which can be found on our website.

### **REVIEWING THE POLICY**

This policy will be reviewed by governors on an annual basis.