



## Special Educational Needs and Disabilities Policy Statement of intent

Policy History			
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4.11.2016	1.2	Detailed review, circulated to Senior Team, wider staff and Board of Governors	S Pountain
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This policy outlines the framework for Meadowbank Primary School to meet its duties and obligations to provide a high quality education to all of its children, including children with special educational needs and / or disabilities. Meadowbank Primary School therefore intends to work with Stockport Local Authority (LA) and within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision making.
- The identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEND.
- Greater choice and control for young people and parents over their support.
- Successful preparation for adulthood, including independent living and employment.

### Legal framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- 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:

- Special Education Needs and Disability Code of Practice 0-25 (last updated March 2016).
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

### Definitions

The law states that a child has a special educational needs and / or disabilities (SEND) if he / she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.



## Areas of special educational need

Meadowbank Primary School will make provision for children with the following 4 kinds of need:

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

## Admissions

Meadowbank Primary School will ensure it meets its duties under the Local Authority Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their Education, Health and Care plan (EHC plan) where our setting can meet the needs of the child.
- Adopting fair practices and arrangements in accordance with the Local Authority Admission Code for the admission of children without an EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.

## Roles and responsibilities

The governing body has a responsibility to:

- Engage parents and / or young people with SEND when drawing up policies that affect them.
- Identify, assess and make SEND provision for all children and young people with SEND, whether or not they have an EHC plan.
- Use their best endeavours to secure the special educational provision called for by a child or young person's SEND.
- Provide a SENDCO who has responsibility for co-ordinating provision for children with SEND.
- Appoint a designated person for 'looked-after children' (Children in Care).
- Make reasonable adjustments for children with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that children with disabilities are not discriminated against, harassed or victimised.
- Publish annual information on the school's SEND Policy, setting out the measures and facilities to assist access for children with SEND.
- Publish annual information about the arrangements for the admission of children with disabilities, the steps taken to prevent children with being treated less favourably than others, the facilities disabilities provided to assist children with disabilities, and the school's accessibility plan.
- Publish accessibility plans setting how they plan to increase access for children with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years.
- Comply with Local Authority complaints procedures, which, along with details about appealing to the SEND Tribunal, will be made known to parents and children through a single point of access.
- Provide suitable, full-time education from the 6th day of a fixed permanent exclusion of a child with SEND, in line with their EHC plan.
- Further details about our specific SEND provision can be found within the school offer on the website.



### **The Headteacher has a responsibility to:**

- Ensure that those teaching or working with the child are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review the child's progress during the course of the academic year.
- Cooperate with local authorities during annual EHC plan reviews.
- Ensure that the SENDCO has sufficient time and resources to carry out their functions.
- Provide the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- Regularly and carefully review the quality of teaching for children at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable children and possess knowledge of the SEND most frequently encountered.

### **The SEND Coordinator (SENDCO) must:**

- Be a qualified teacher.
- Attain the National Award in Special Educational Needs Coordination within three years of appointment.
- Collaborate with the governing body and Headteacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
- Work with the school governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of SEND policy.
- Coordinate the specific provision made to support individual children with SEND, including those who have EHC plans.
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet children's needs effectively.
- Liaise with the parents of children with SEND.
- Liaise with Early Years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the child and their parents are informed about options and a smooth transition is planned.
- Ensure children with SEND have a written SEN Support Plan and One Page Profile.
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- Ensure, as far as possible, that children with SEND take part in activities of the school together with those who do not have SEND, including on forums.
- Ensure that the school keeps the records of all children with SEND up-to-date.
- Ensure that our procedures across school involve the child's parents in the 'assess, plan, do, review' of the SEND provision that is being made, where the child does not have an EHC plan.
- Lead the resource teachers in relation to needs of the children within the Resource Base.



### **Class / subject teachers must:**

- Plan and review support for their children with SEND, on a graduated basis, in collaboration with parents, the SENDCo and, where appropriate, the child themselves.
- Set high expectations for every child and aim to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set targets that are ambitious.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every child achieving.
- Plan differentiated opportunities, where necessary, for the children with SEND to access the appropriate curriculum.
- When children are able to access some curriculum objectives within their year group's curriculum, teachers must plan appropriate scaffolding to support the children in doing so.
- Use their best endeavours to make reasonable adjustments and meet the needs of ALL children in their class.
- Liaise with resource teachers in relation to needs of the children in the Resource Base.

### **Early Years Foundation Stage (EYFS)**

- EYFS teachers share the same responsibilities as class and subject teachers.
- In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child stating the child's progress against expected levels, and their readiness for Year 1.
- The Profile will be completed for all children, including those with special educational needs or disabilities.
- Reasonable adjustments to the assessment process for children with SEND will be made as appropriate.
- The EYFS staff will consider whether they may need to seek specialist assistance to help with this.

### **Involving children and parents in decision making**

Effective planning should help parents, children and young people with SEND express their needs, wishes and aspirations, and should:

- Focus on the child or young person as an individual, not their SEND label.
- Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon.
- Highlight the child or young person's strengths as well as their needs.
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.

### **Joint commissioning, planning, and delivery**

Meadowbank Primary School will collaborate with the local authority in the exercise of its duty to work together with health and social care providers by:

Identifying improved system outcomes in consultation with children and their parents, taking into account:

- Prevention.
- Early identification / recognition.
- How children and their families will be able to access services.



- How transitions between key stages and settings will be managed, including from early years to primary education, primary to secondary, and secondary to further education (FE).
- How provision and support services will enable children to prepare for their future adult life.

Draw on the wide range of local data-sets about the likely education needs of children and young people with SEND to forecast future need, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND and disabilities among children and young people at national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate children with SEND and disability.
- An analysis of local challenges / sources of health inequalities.

Plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for children and young people with SEND.
- Increasing the proportion of children with SEND whose needs are identified before school entry.
- If gaps are identified or other needs arise consider commissioning services on a school or cluster basis.

## **Funding**

Meadowbank Primary School will allocate the appropriate amount of core per-child funding and notional SEND budget outlined in the local offer for the SEND provision of its children.

Personal budgets are allocated from the local authority's high needs funding block and Meadowbank Primary School will continue to make SEND provision from its own budgets, even if a child has an EHC plan.

## **Local offer**

Meadowbank Primary School will cooperate generally with the local authority and local partners in the development and review of the local offer.

Stockport's local offer can be found at [www.stockportinfo.co.uk](http://www.stockportinfo.co.uk)

## **Entitlement Framework**

Stockport LA have worked with parents, early years settings, schools, colleges and a range of professionals to develop Stockport's Entitlement Framework. This document helps teachers and school leaders to further improve how they support children and young people with SEND and help parents to understand the how the needs of their children should be met.

Meadowbank Primary School will use this document to continue to build upon and enhance the offer for all learners, as well as those with SEND.

Stockport's Entitlement Framework can be found on the local offer at [https://stockport.fsd.org.uk/kb5/stockport/fsd/service.page?id=jbXBlqMyV\\_g](https://stockport.fsd.org.uk/kb5/stockport/fsd/service.page?id=jbXBlqMyV_g)

## **Identification**

To identify children with SEND, Meadowbank Primary School will:



- Consider admission information provided by parents and previous schools and settings.
- Listen to concerns raised by parent/carers, teachers or the child.
- Assess each child's current skills and levels of attainment on entry.
- Refer to their performance against age related expectations.
- Conduct observations to identify barriers to learning.
- Seek advice from external agencies where necessary.

The school will provide extra support, in the form of a personalised programme, to children falling behind or making inadequate progress given their age and starting point. School will assess whether a child has a significant learning difficulty where children continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

School makes regular assessments of the support provided to ensure that:

- The child's progress is similar to that of their peers starting from the same baseline.
- Matches or better the child's previous rate of progress.
- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.

### **English as an additional language**

The identification and assessment of the special educational needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the school will look carefully at all aspects of a child's performance in different subjects to establish whether the difficulties they have in the classroom are due to limitations in their command of the language that is used there or arise from Special Educational Needs. Children who have English as a second language will not be classed as SEND.

### **Graduated approach**

The graduated approach begins when a child is added to the school's SEND register at the 'SEND Support' level. An SEN Support Plan will be written using the child's voice and through co-production with the parents.

Meadowbank Primary School will, once a potential SEND has been identified, employ the graduated approach to meeting the child's needs, including:

- Establishing a clear **assessment** of the child's needs.
- **Planning** with the child's parents, the support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- **Implementing** the personalised programme, with support of the SENDCo.
- **Reviewing** the effectiveness of the support and making any necessary revisions.

### **SEND Support**

A personalised programme can be implemented through a graduated response where a child:

- Makes little or no progress when teaching approaches are targeted specifically at a child's identified areas of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques employed by the school.



- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum.

**If needs are still not being met at the SEND Support level:**

The relevant teacher or SENDCO, in consultation with parents, will talk with the parents about seeking advice from external support services, if a child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties, which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

**Assessment for an Education, Health and Care Plan**

- Where the child's needs cannot be met at the SEND Support level, through the resources available within the school and strategies/support suggested by external agencies, Meadowbank Primary School will, in consultation with the child's parents and professionals involved with the child, request an Education, Health and Care needs assessment. This may result in an EHC plan being issued by the Local Authority. An EHC plan is a legal document which identifies educational, health and social needs and sets out the additional support to meet those needs.
- The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within 6 weeks of receipt.
- If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the child's outcomes can be met through the schools existing provision. The school may need to provide additional information if a parent decides to appeal this decision.

**Education, Health and Care (EHC) plans**

- Meadowbank Primary School will meet its duty to respond to the local authority within 15 days, if it is named on a child's EHC plan.
- The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the child's needs and that arrangements are in place in to meet them.
- The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a child's need significantly changes.
- The school will admit any child that names the school in an EHC plan, unless:
  - The setting is unsuitable for the age, ability, aptitude or special educational needs ("SEN") of the child or young person; or
  - The attendance of the child or young person would be incompatible with the provision of efficient education for others; or
  - The attendance of the child or young person would be incompatible with the efficient use of resources.



## **Reviewing an EHC plan**

Meadowbank Primary school will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the child prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Cooperate with the local authority during annual reviews.
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.

## **SEN and Disability Tribunal**

Meadowbank Primary School will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEN Code of Practice.

## **Preparing for adulthood**

Meadowbank Primary School will ensure that it meets its duty to secure independent, impartial careers guidance for children aged 8-13, including:

- Considering supporting all children towards independence and prepare for adulthood.

## **Data and record keeping**

Meadowbank Primary School will:

- Include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all children.
- Maintain an accurate and up-to-date register of the provision made for children with SEND.
- Record details of additional or different SEND provision on a provision map.
- Keep all data in compliance with current General Data Protection Regulation.

## **Confidentiality**

Meadowbank Primary School will not disclose any EHC plan without the consent of the child's parents with the exception of disclosure:

- To the SEN and Disability Tribunal when parent's appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and local authorities.
- To any person in connection with the child's application for disabled students allowance in advance of taking up a place in higher education.





- To the principal (or equivalent position) of the institution at which the child is intending to start higher education.

The governing body reviews this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.