



# Special Educational Needs Policy 2020 – 2021

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Electronic copies of this plan are available from	Mereside Primary School, Blackpool
Hard copies of this plan are available from	Mereside Primary School, Blackpool
Date of next review	September 2021 (or as required)
Person Responsible for Review	Jane Walpole (SENDCo)

## **School Vision and Aims**

### **Our Vision:**

Learning Together, Achieving Together

### **Our Aims:**

1. To ensure everyone feels valued and respected and has an equal chance to do their best.
2. To help children develop a positive attitude, self-respect and respect for others, and learn to take responsibility for their own actions.
3. To understand and meet children's individual needs, especially those of vulnerable pupils.
4. To ensure all achievements are recognised and celebrated.
5. To create a caring, safe, purposeful and calm environment which promotes children's wellbeing.
6. To develop positive and supportive relationships between children, parents, school and the wider community

### **Policy to promote the successful inclusion of pupils with special educational needs and disabilities at Mereside Primary School.**

*We are committed to offering an inclusive curriculum, breaking down possible barriers to learning and to ensuring the best possible progress for all our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with Special Educational Needs meet the definition of disability but this policy covers all of these pupils.*

### **Objectives for making provision for pupils with SEND**

- We value all pupils in our school equally.
- To ensure that all pupils have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities.
- The aims of education for pupils with difficulties and disabilities are the same as those for all pupils.
- It is the responsibility of all teachers to identify and meet the SEND needs of pupils. In this they can draw on the resources of the whole school.
- Every child is entitled to have his or her particular needs recognised and addressed.
- To offer high quality support to ensure that all needs are met.
- To maximise the opportunities for students with SEND to join in with all the activities of the school as appropriate.
- All pupils are entitled to experience success.

- Consideration of SEND crosses all curriculum areas and all aspects of teaching and learning.
- Good special needs practice is good practice for all pupils.
- All special needs provision is more effective if pupils and parents are fully involved and supportive.
- To seek the views of the child and take them into account.
- To acknowledge and draw on parent knowledge and expertise in relation to their child.
- To promote effective partnership and involve outside agencies when appropriate.

The success of the school's SEND policy will be judged against the objectives set out above. The Governing body will ensure that it makes appropriate SEND provision for all pupils identified as in need of it.

## **Roles and responsibilities/ Co-ordination of provision**

### **Governing Body**

The school Governors have specific responsibility to:

- Do its best to ensure that the necessary provision is made for any pupil who has SEND.
- Ensure that, pupil's needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for, those pupils who have SEND.
- Consult the LA when it seems to be necessary or desirable in the interest of co-ordinated SEND provision.
- Ensure that a pupil with SEND joins in the activities of the school together with all pupils so far as is reasonably practical and compatible with the child receiving the SEND provision and the other pupils.
- Ensure that parents are notified and kept up to date of a decision by the school that SEND provision is being made for their child.
- Ensure that the admission arrangements do not discriminate against a disabled pupil either in the terms on which the school offers admissions or by refusing or deliberately omitting to accept an application from a disabled person

Through their Access Plan, the governors will plan to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to increase participation of disabled pupils
- Improve delivery of information

In exercising their duties towards disabled pupils the governing body will have regard to the Access Plan and allocate adequate resources for implementing it.

In doing so Governors will have regard to the 2014 Code of Practice and the Disability Rights Code of Practice.

### **Headteacher**

The Headteacher has the responsibility to oversee the management of all aspects of schools work including provision for pupils with SEND. The Headteacher keeps the Governing Body fully informed and works closely with the school's SEND co-ordinator.

### **The School Staff**

All teachers are teachers of children with SEND and do their best to adapt the curriculum to meet their needs. All staff are involved in the school's SEND policy and aware of the procedures for identifying, assessing and making provision for pupils with SEND.

### **The Special Educational Needs Co-ordinator**

The SENDCO is Mrs Walpole, supported by Mrs Peck. SENDCo responsibilities include:

- Co-ordinating provision for pupils with SEND.
- Liaising with and advising colleagues.
- Managing learning support assistants.
- Liaising with parents of pupils with SEND.
- Liaising with secondary school SENDCO, Educational Psychologists, School Nurse, School Doctor, Speech and Language Therapists, Occupational Therapists, Child and Adolescent Mental Health Service (CAHMS), Barnardos and Health Visitors and other service providers as appropriate.

### **Admission**

Pupils with SEND are admitted to the school on the same basis as any other child in accordance with the Admissions Policy. We welcome all children to our school including those with SEND and those with disabilities. Where children need adaptations to the physical environment or need other support structure in place, the governing body will consider what steps could reasonably be taken to include them. Copies of our Admission Policy can be obtained from the school office or viewed on the school website.

When the school is notified of an admission, the SENDCo will contact parents to organise an induction meeting to discuss any additional needs, the SENDCo will then contact the previous school to ensure support previously received is continued.

## Provision

We have a Therapy dog in school called Fudge. He attends every day and supports individual children. The benefits of having therapy dogs in school include: **Physical benefits**. Interaction with therapy dogs has been shown to **reduce blood pressure, provide physical stimulation and assist with pain management**. Social benefits. A therapy dog promotes greater **self-esteem and focused interaction** with other students and **teachers**.

The school has two mentors, Mrs Buffham and Mrs Miller, who support children with Personal, Social and Emotional difficulties. Children spend time with them when needed for intervention group work or 1:1 support.

School have arranged for a Trinity Hospice Counsellor to spend a day a week in school. This means that we are able to offer 1:1 counselling sessions to children as well as group interventions to increase resilience and their understanding of emotions.

School have weekly visits from speech and language therapists, from a company called Communicate and welcome NHS Speech and language therapists on a regular basis. Children can be referred to both these services via Mrs Nicholson (SEND Support), the class teacher or SENDCos.

School is also able to refer children to an Occupational Therapist from a company called Coordinated Kids if there are Sensory Processing Issues or Coordination Concerns.

## Access

Access is available to all parts of the school and every effort is to be made to enable equal access for all. From Nursery through to Year 4, all classrooms are located on the ground floor and have outside access. Both Year 5 and Year 6 classrooms are located on the first and second floors and are accessed by stairs, however, a lift is in place for children with any physical difficulties. All classrooms have easy access to toilet facilities. Since the new build, all areas of the school are accessible for all children. Copies of our Accessibility Policy can be obtained from the school office or viewed on the school website.

## Identification and Assessment

The school is committed to early identification of Special Educational Need and strives to ensure that all pupils receive a balanced and broadly based curriculum. A graduated response to meeting SEND is applied in line with the SEND Code of Practice (2014).

A range of evidence is collected through the usual assessment and monitoring arrangements; if, in order for the child to make adequate progress, the teacher

needs to take actions that are additional to or significantly different from those required for the majority of children in the class, the class teacher consults the SENDCo.

A register of children requiring Special Educational Needs Support is kept and this includes children who have Education, Health and Care Plans. The SEND Support register is a working document and is updated each term.

School uses Learning Passports / One page profiles to highlight needs and evaluates the impact of interventions and provision in cycles of Plan-Do-Review. This ensures that the progress for all children on the SEND Register is monitored in conjunction with parents, carers and agencies involved in their care.

Annual reviews are held for pupils with Education Health Care Plans. Parents and carers are invited to reviews along with relevant professionals. A report is produced following reviews and copies are sent to the local authority.

When pupils are due to transfer to Secondary School the annual review will take place in the Autumn term followed by a Transfer meeting involving the Secondary School SENDCO in the summer term in order to ensure that arrangements are in place for a successful transition.

### **External Support Services**

- School can request visits from the nominated authority Educational Psychologist and the allocated behaviour advisory teacher.
- In addition, school may seek advice from Local Authority (LA) specialist advisory teaching services for children with Cognition and Learning, Communication and Interaction, Sensory impairment or physical, as well as for, Social, Emotional or Mental Health Difficulties.
- The school buys in speech and language support from a company called Communicate. A number of pupils continue to be supported by the NHS speech therapy service and the SENDCos will liaise with them with regards to target setting and provision.
- School can refer to other NHS Services such as CAMHS, Continence, Audiology, Neurodevelopmental Pathway.

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND.

### **Role of Parents**

The knowledge, views and experiences of parents are vital. Effective assessment and provision will be secured where there is the greatest possible degree of partnership between parents, schools, LA and other agencies. Parents are welcomed to reviews and are actively encouraged to discuss their child's progress with the class teacher.

## **Pupil Participation**

Pupils and young people with Special Educational Needs have a unique knowledge of their own needs and circumstances. Their views about what sort of help they would like is sought during the plan-do-review and target setting process. Pupils are encouraged to contribute to their Learning Passport / One Page profile.

## **Monitoring arrangements**

Pupils are assessed three times a year and the results are discussed at termly pupil progress meetings. The Senior Leadership Team (SLT) and the Class Teacher analyse the data looking for anomalies, concerns or areas to celebrate. The results of specified groups of children are scrutinised, including groups such as: 'Our Children' (children in Local Authority Care), FSM (Free School Meals) EAL (English as an Additional Language) SEND (Special Educational Needs) and G&T (Gifted and Talented).

The governing body evaluates the success of educational provision for SEND pupils at the school through monitoring the SEND register, SEND children's progress and their well being. Resources, interventions and staffing levels are examined to ensure that they provide the best value to the school.

The LA have a statutory requirement to provide a Local Offer to all parents stating how they can support children with SEND and additional needs. As a school we also provide a school offer. Copies of this can be obtained from the school office or viewed on the school website.

## **Complaints**

Any complaints about the Special Needs provision within the school should be brought to the attention of the SENDCO, Mrs Walpole in the first instance and then to the Head Teacher, Mrs Upton. If the matter cannot be resolved a complaint should be made to the Chair of Governors.