

Middlethorpe Primary Academy

Special Educational Needs and Disabilities Policy

November 2019

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Middlethorpe Primary Academy

Special Educational Need and Disabilities Policy

1. Policy Statement:

This policy has been written by the SENCO of Middlethorpe Primary Academy. It has been developed jointly with the Principal and agreed by the Governing Body.

This policy document is a statement of the aims, responsibilities and strategies we have agreed, to ensure the effective and efficient provision for children with Special Educational Needs at Middlethorpe Primary Academy. It takes into account the Education Act (1996), the Special Needs and Disability Act (2001), the Equality Act (2010), the Children and Family Act (2014), statutory guidance on Supporting Pupils at School with Medical Conditions (2014), The 0-25 Special Educational Needs and Disability Code of Practice (2014), and The Special Educational Needs and Disability Regulations 2014.

More information regarding Special Educational Needs Provision in North East Lincolnshire can be found at:

<http://localoffer.nelincs.gov.uk/EarlyYears/LocalOffer/Default.aspx>

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in North East Lincolnshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The DSEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Our SENCO at Middlethorpe is Miss Sue Storr.

2. Aims and Values

All children have skills, talents and abilities and as a school we have a responsibility to develop these to the full, no matter the learning or additional needs of the child. At Middlethorpe Primary Academy, we endeavor to

Aims and objectives

Aims

We aim to give every child the very best chance to succeed by removing barriers to children's' learning and preparing them for a happy and successful future.

Objectives

- Ensure that staff members seek to identify the needs of pupils with DSEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the academy.
- Ensure that the necessary provision is made for any pupil who has special educational needs, considering them within the wider context of inclusion
- Make those special educational needs known to all who are likely to teach them
- Maintain high expectations for all pupils, including those with SEND
- Ensure that teachers in the school are aware of the importance of identifying and providing for, those pupils who have special educational needs.
- Ensure that the culture in school is such that a pupil with special educational needs is socially included in all the activities of the school and receives a balanced and broadly based curriculum, promoting the highest level of achievement.
- Have regard to all relevant policy and legislation in the decisions we make as a school

- Identify at the earliest opportunity all children who need special consideration to support their physical, sensory, emotional, communication or cognitive development.
- Use the procedures outlined in The 0-25 Special Educational Needs and Disability Code of Practice (2014) to identify, assess and make provision for pupils with Special Educational Needs.
- Consider parents and pupils as central to effective provision, nurturing a positive partnership of support.
- Strive to provide the best setting we can to meet the needs of children with SEN, continually monitoring and evaluating the site and resources in order to effect improvements.
- Work closely with external agencies when necessary and appropriate, in order to ensure that pupils and their families have access to all available, necessary and relevant support.

3. Definition of Special Educational Needs

Middlethorpe Primary Academy recognises a pupil as having SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them, as outlined by The 0-25 Special Educational Needs and Disability Code of Practice (2014). A child of compulsory school age or a young person is understood as having a learning difficulty or disability if they

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

These difficulties are considered to fall into one or more of the following categories:

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

Middlethorpe Primary Academy recognises that where a pupil displays poor behaviour in school it is a response to a need, which we will seek to identify.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition. In addition, there are a number of factors which may impact progress and attainment which are not considered under the definition of SEND. These include:

- Attendance and punctuality,
- Health and welfare,
- English as an Additional Language (hereby referred to as EAL),
- Being in receipt of a Pupil Premium Grant,
- Being a Looked After Child
- Being the child of a serviceman/woman.

4. The Role of the SENCO

At Middlethorpe Primary Academy, the SENCO coordinates, manages and reviews the provision for pupils with Special Educational Needs and/or Disability. With the support of the Principal and governing body, she takes responsibility for the day-to-day operation of provision vision made by the school for pupils with SEND and provides professional guidance for all staff in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils.

This includes, but is not limited to:

- a. Monitoring the day-to-day operation of the school's SEND policy.
- b. Liaising with and advising all staff
- c. Co-ordinating provision for children with special educational needs.
- d. Maintaining the school's Special Educational Needs register, and overseeing the records kept for all pupils with special educational needs.
- e. Reviewing all policy and official documentation in good time.
- f. Ensuring lines of communication with parents of children with special educational needs are open and accessible, and encouraging effective home-school partnerships to develop.
- g. Contributing to the in-service training of staff.
- h. Liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies in order to access additional and relevant support for those pupils for whom it is required.
- i. Promoting a child-centered approach to provision throughout the school.
- j. Encouraging a joined-up approach to provision, from the EYFS through to Year 6.

5a. Our Graduated approach to SEN Support:

Middlethorpe Primary Academy identifies initial concerns about children through the graduated approach as outlined in The 0-25 Special Educational Needs and Disability Code of Practice (2014), following the Assess-Plan-Do-Review approach.

Initial concerns regarding a pupil's progress, attainment, wellbeing or inclusion are raised in the first instance through the following strategies, which are also used to review and monitor progress once a pupil is identified as having SEND

- Liaison with pre-school provision and/or previous schools
- EYFS profiles and phonic assessment in reception and standardised tests throughout Years 1-6, including SATs.
- Additional range of assessments carried out individually as appropriate.
- Liaison with teachers who assess their pupils on a regular basis, in line with the school Assessment Policy
- Liaison with parents through the usual parent-teacher consultation and individual contact between school-parent and parent-school
- Liaison with external agencies where pupils may have been known to their service(s).
- In-class observations conducted by the SENCO, or other members of the Senior Leadership Team (hereby referred to as the SLT)
- Work sampling and analysis
- Opportunities to explore pupil's own views, for instance during target setting tasks
- Concern forms
- In class target setting and monitoring

Once concerns have been raised, discussions are held between class teacher-parent-SENCO to assess a child's needs and identify support and strategies needed to meet those needs. Plans will be made, targets set and a time frame given in order to review progress. A decision will be made at this point as to whether or not to place the child on the SEN register.

Once a child is placed on the SEN register they will be classed as receiving SEN support. Again, following the ASSESS-PLAN-DO-REVIEW approach in accordance with The 0-25 Special Educational Needs and Disability Code of Practice (2014), after the initial joint meeting a Personal Support Plan (PSP) will be written jointly with SENCO, class teacher, parent and child. This is a working document which gives detailed specific, achievable targets which are reviewed on a termly basis. The targets are always responsive and relevant to a pupil's individual learning needs.

In accordance with The 0-25 Special Educational Needs and Disability Code of Practice (2014), class teachers continue to be responsible and accountable for the progress and development of the pupils in their class with the SENCO offering support and guidance.

If, despite the additional support and input received a pupil continues not to make desired or appropriate progress, or their wellbeing remains a concern, advice and input will be sought from external agencies, with parental permission. Advice from external agencies may include specialist assessments, advice on targets, teaching approaches and

materials. As, and when, advice has been received, it will be shared with parents, teachers and support assistants as appropriate.

Where a pupil has a number of agencies involved in their support, a Single Assessment Framework may be established, along with regular meetings, to ensure that all those involved are working together effectively to meet the needs of the pupil.

Parents are informed of the school's concerns at every stage and are included in discussions to gather appropriate relevant information about the child. The school recognises that effective communication will nurture successful parent partnerships, which in turn will facilitate improved learning outcomes for pupils. Pupils who require additional support will also have their needs considered when sitting both internal and external examinations in terms of special arrangements.

It is expected that, in most cases, pupils classed as SEN Support will be removed from this stage when their additional needs are met, eventually returning to being monitored and supported through whole class provision alone.

5b. A graduated approach flowchart:

Step 1:	Assess	Plan	Do	Review
Quality First Teaching. Need identified by Class Teacher/ Professional/ Parent	Formative/ summative assessments show that a child is not making progress or is finding an area of learning difficult. The barrier to learning will fall under one of four categories; <ul style="list-style-type: none"> • Cognition and learning • Sensory or physical • Communication and interaction • Social, emotional or mental 	The class teacher will differentiate planning as a means of removing the barriers to learning.	Differentiation could be done in a number of ways including; <ul style="list-style-type: none"> • Pre and post learning • Differentiated task • Adult support • Specialised resources • Peer support • Prompts and frameworks 	Use formative and summative assessments to evaluate the impact of the differentiation. This could also be done at pupil progress meetings.
Has the child made better than expected or at least expected progress? If yes, then continue at the current level as long as is necessary. If no, move onto step 2.				
Step 2:	Assess	Plan	Do	Review
Concern form completed and child moves onto DSEN Register for School Monitoring	Use formative, summative and standardised assessments (GL assessments, PM benchmarking etc) to get a full picture of the child's learning profile. Complete a SEND concern form outlines the areas of difficulty or need under the following categories; <ul style="list-style-type: none"> • Cognition and learning • Sensory or physical • Communication and interaction • Social, emotional or mental 	Planning at this stage will be completed using the Academy's provision mapping. The SEND concern form will be discussed by the inclusion team and the class teacher and appropriate interventions will be put into place, if necessary. Planning with parents will be undertaken at Parents' Evenings.	Interventions will begin and differentiation in the classroom will be evaluated and developed with the inclusion team.	Use formative and summative assessments to evaluate the impact of the interventions and differentiation. This could also be done at pupil progress meetings.
Has the child made better than expected or at least expected progress? If yes, then continue at the current level as long as is necessary. If no, move onto step 3.				

Step 3:	Assess	Plan	Do	Review
School Support (Outside agency and PLP)	<p>A request for outside agency assessment and/or support will be requested at this stage. The following services may be utilised;</p> <ul style="list-style-type: none"> • Specialist Advisory Service (S.A.S) • Educational Psychologist • Barnardos ASD outreach support • Barnardos Physical disabilities outreach support • Speech and language support (SALT) • Child development centre (CDC) 	<p>A personalised learning plan (PLP) will be created by the class teacher, following the completion of a child's view proforma (part 2 of EHC plan). The PLP will be written with the support of the Academy inclusion team.</p> <p>Once agreed, a meeting will be held with parents to gain their view, present the plan and agree outcomes.</p>	<p>The PLP, any further interventions and differentiation will be implemented for another cycle.</p> <p>At this level there may also be some staff training and support.</p>	<p>Use formative and summative assessments to evaluate the impact of the PLP, interventions and differentiation. This will be done at an Inclusion team meeting and may involve outside agencies</p>

Has the child made better than expected or at least expected progress? If yes, then continue at the current level as long as is necessary. If no, review and implement another cycle of PLP before moving onto step 4.

Step 4:	Assess	Plan	Do	Review
Request for Education Health and Care Plan	<p>A request for an Education, Health and Care Plan will be discussed with all interested parties. If it is agreed that this is the best pathway to removing barriers from the child's learning then the SENCo will move forward with this request.</p>	EHC Plan	EHC plan implementation	<p>Annual Review with LA</p> <p>Termly reviews within the Academy</p>
See below*				

***Referral for an Education, Health and Care 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 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

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.

Further information about EHC Plans can found via the SEND Local Offer:

<http://localoffer.nelincs.gov.uk/EarlyYears/LocalOffer/Default.aspx>

Or by contacting the Parent Partnership Service on:

1472 09

6. Medical Conditions

Middlethorpe Primary Academy keeps a separate record of children who have a diagnosed medical condition. A medical condition is not an automatic indicator of an SEN need. Children will only be identified as needing SEN support if that medical condition impacts on their learning as outlined in The 0-25 Special Educational Needs and Disability Code of Practice (2014).

7. Education Health Care Plans (EHCP)

Where a child continues to demonstrate significant cause for concern, or when multiple agencies are involved or required, an application may be made to the LA for an Education Health Care Plan. If issued, the EHCP will establish their specific needs and the range of provision suitable to meet those needs. Middlethorpe Primary Academy will carry out the specific requirements outlined in the EHCP.

Where a child has an EHCP, these will be reviewed annually and updated or resubmitted (if appropriate) accordingly. A pupil's Personal Learning Plan will incorporate the targets identified in their EHCP.

8. Parent Partnership

At Middlethorpe Primary Academy, we aim to promote a partnership with parents. We will do this through

- Involving parents as soon as concerns are raised.
- Ensuring all parents are made aware of the arrangements of Learning Support including the opportunities for meetings between parents and SENCO both formally at reviews and informally, by agreement.
- Providing open door access to the SENCO to discuss the child's needs and approaches to address them
- Supporting parents' understanding of relevant legislation, including but not limited to The 0-25 Special Educational Needs and Disability Code of Practice (2014), and other external agency advice and support.
- Undertaking Annual Reviews for children with EHCPs

9. Resources Available and Access Arrangements

The school also has a wide range of resources, including specific ICT programmes, to assess and support children with varying needs, including:

- Literacy
- Mathematics
- Speech Language and Communication
- Social and Emotional
- Behaviour
- Visual and Auditory
- Fine and Gross motor
- Dyspraxia
- Dyslexia
- Autism

They are updated regularly and in additional advice and resources are sought from outside agencies as needed.

The school aims to ensure that the curriculum, site and facilities are fully accessible to children with learning support needs. In the light of evidence about a child's particular needs, provision can include

- Improving access as far as is reasonable through physical changes to the school buildings and by providing extra resources.

- Appropriate and effective classroom management plans, with planning, differentiation and resources to meet the individual's needs, to include considerations taken for planning of trips and visits
- Ongoing consultation with parents and pupil
- Developing and maintaining links with support agencies, other mainstream schools and special schools through visits, membership of professional bodies, etc.
- Alerting all teachers and support staff to the child's needs and providing appropriate training and literature.
- Helping the child develop appropriate practices for taking down and recording information eg by using a laptop or providing a scribe.
- Providing alternative sources of information

For further information regarding accessibility arrangements, and removal of barriers to learning, please see our Accessibility Plan.

10. Transitions:

At Middlethorpe Primary Academy we value communication in order to best support our pupils. With this in mind, at the end of each academic year, handover sessions take place to allow staff to share pupil information regarding the class they are passing on, and the one they are to take over. Detailed files and copies of assessments, work samples, associated letters and other important documentation follows the child through their time at school. Middlethorpe Primary Academy is also committed to ensuring that the transition for all of our pupils to their new schools is managed as carefully and as sensitively as possible. With this in mind, receiving schools are, as far as possible, given a comprehensive and complete overview of the needs of our pupils with SEND, the support historically in place for them during their time at Middlethorpe Primary Academy and our view of the support that will be necessary for them to receive on arrival at their new school. The SENCO will ensure she responds to all information requests submitted by receiving schools, and all members of staff with support parents and pupils with their selection of appropriate secondary or other schools.

11. Staff Development:

In order to maintain a high standard of teaching and learning across the school, with particular focus on meeting the needs of SEND pupils, Middlethorpe Primary Academy ensures the following:

- That staff will attend Learning Support/SEND courses, which are of interest and have a particular bearing on children they are supporting. In order to maintain and develop the quality of teaching, all staff are encouraged to undertake training and development.
- That the SENCO will provide appropriate INSET and training in school, will source external and specialist speakers, and will respond to the training requests of all teaching staff, wherever possible. That staff are given regular opportunities through a range of means to share and discuss any concerns of queries they may have in terms of the learners with SEND in their classes
- That the school SENCO regularly attends any local training and that provided by the Enquire Learning Trust
- That on arrival, new staff receive induction which includes an introduction to the school's approach to SEND provision and the expectations the school places on all staff in terms of supporting all their learners, including those requiring additional support.

12. Confidentiality

Our work with children and families will sometimes bring us into contact with confidential information. To ensure that all those working at Middlethorpe Primary Academy can do so with confidence, we will respect confidentiality in the following ways-

- Parents will have ready access to the files and records of their own children but will not have access to information about any other child.
- Staff will not discuss individual children, other than for the purposes of curriculum planning/group management, with people other than the parents/carers of that child.
- Information given by parents/ carers to the school will not be passed on to other adults (not including Middlethorpe Primary Academy employees, members of the governing body and/or peripatetic teachers).

13. Roles and Responsibilities

When considering the provision for pupils with SEND at Middlethorpe Primary Academy, the following members of staff are key to ensuring a cohesive and collaborative approach:

- Sue Storr, SENCO
- Mike Burton, our SEN Governor
- SEN TAs
- Leslel Bebbington (Inclusion Lead)

14. Complaints Procedure:

Any concerns regarding the provision made for children with learning support needs should be addressed in the first instance to the class teacher. If parents need further advice they are welcome to arrange a meeting with the SENCO. If you are still not satisfied that your concerns are being addressed you should make an appointment to see the relevant Head of Stage or alternatively, the Principal.

The Equality and Human Rights Commission (0845 604 6610) provides a range of information and guidance on the Disability Discrimination Act. This organisation would be able to advise if the concern relates to an issue of the possible discrimination of a disabled child. Contact details for support groups relating to different conditions and syndromes, and lists of chartered Educational Psychologists and therapists are available from the SENCO on request.

The SEN Policy is reviewed annually by the SENCO as part of Middlethorpe Primary Academy's monitoring and evaluation cycle. The review includes looking at the effectiveness of identification and provision, efficiency of record keeping and resources, with the aim of continually reviewing and improving our provision.

We have also published our School's Offer which gives more details about how we meet the needs of our SEN children and the school SEN information report. All are available on our website.

This policy is due for review in December 2020