

Monksmoor Park CE Primary School

SEND Policy and Information Report

Date ratified by Governors:

29th August 2018

Dates reviewed by Governors:

- 1. 17th September 2019**
- 2. 23rd September 2020**
- 3. 1st December 2021**
- 4. 6th October 2022**
- 5. 29th June 2023**

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Mr Adam Cooper.

They will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENDCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example cerebral palsy, sensory processing disorder, DCD and hearing impairment.

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Once pupils have been identified as having SEND they will be registered in one of the following categories' and will be provided for:

Cognition and Learning Needs (CL) - this includes children with moderate and severe learning difficulties (MLD and SLD), as well as those with profound and multiple learning difficulties (PMLD). It also includes children with specific learning difficulties (SpLD), such as dyslexia, dyscalculia and dyspraxia.

Communication and Interaction Needs (CI) - this includes children with SLCN and those with an autism spectrum condition.

Social, Emotional and Mental Health Difficulties (SEMH) – this includes children who may be withdrawn or isolated, as well as those with challenging behaviour. Behaviours may reflect underlying mental health difficulties, including anxiety or depression. Other children may have been identified as having ADD, ADHD or attachment disorder.

Sensory and/or Physical Needs (PS) – this may include children with a visual or hearing impairment (VI or HI), or a multi-sensory impairment (MSI).

Some children with a physical disability (PD) may require additional support/equipment to ensure that barriers to achievement are removed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Alongside the class teacher the SENDCO will track the progress of all pupils to ensure good progress is being made.

5.5 Supporting pupils moving between phases

We will share information with the school the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Every child who joins the school in Reception is offered a home visit before they start the school. Children who join during the school year are invited to visit the school with their parents, before the child starts school. If the child has a particular special need or disability the SENDCO will liaise with the child's previous setting in order to establish a smooth transition.

Transition meetings will also be held between school staff in order to ensure that any specific needs and requirements are communicated within year groups

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Where a class teacher has concerns about a child's progress, the parents will be informed and in the first instance some extra-targeted support in class may be provided. Where progress continues to be limited more individualised support may be provided. All individual and small group support plans are written by the class teacher in conjunction with the teaching assistant. Targets and programmes of work are planned around discussions with the parents and the child so that they match the specific needs of the individual child.

5.7 Adaptations to the curriculum and learning environment

We provide a graduated response to Special Educational Needs. Class Teachers will deliver "quality first" teaching for all pupils in their class, which will be closely matched to the pupils needs and ability. Learning Support Assistants/ Teaching Assistants will, under the direction of the class teacher, support children in their learning through individual, group or class based activities. The support will be outlined in the child's One Page Profile written by the child with adult support. Class teachers will identify children's misconceptions or gaps in learning through their marking and assessments and will provide focused small group or individual teaching to address these issues. A short-term programme of targeted support may also be put in place to help children get back on track. If a child is still not progressing at the expected rate, despite these interventions, the child will be added to the SEND register and a group or individual support plan will be put in place for specific intervention. Specific, measurable targets will be put in place, these will be monitored and reviewed regularly. Parents and the child will be involved in discussions and decisions made regarding their provision. If progress continues to be limited, the SENDCO, with the permission of the parents, may seek advice from other professionals to decide if more specialist support is required.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We work with the following agencies to provide support for pupils with SEN:

- Health Visitors
- Educational Psychologists
- Specialist Support Service
- Speech and Language
- Physiotherapist
- Occupational therapist
- Teacher for the deaf

5.9 Expertise and training of staff

Our staff regularly undertake a variety of different training including phonics, speech and language as well as medical training. Good practice is frequently shared at staff meetings and the SENDCO SEND networks, briefings and conferences to ensure the school receives the most up to date information regarding SEND, this is then disseminated to other staff. In addition, the school has access to a link Speech and Language Therapist, Educational Psychologists, Physiotherapists, AAC specialists, Dieticians, Music therapist, Dysphasia specialists, School Nurse, Occupational Therapist, Sensory Support Service (HI& VI) and the ASD/ADHD team. We also have two trained ELSAs.

5.10 Securing equipment and facilities

The school distributes its resources according to priorities for supporting the different needs within the school. If a child has a specific SEN, it may be the case that school applies for high needs block funding (top-up), which may provide some additional funding from the Local Authority to support the child at school. This funding will be used to provide additional resources that are appropriate for that child. If a child is thought to need specialist equipment, services or support then a referral will be made by the school to the appropriate outside agency. If the support required is more complex this may result in an Education Health and Care Plan (EHCP) being drawn up.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions 4-6 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including any before-and after-school clubs.

- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- The whole site is accessible to disabled staff, students and visitors. There is a concrete ramp down to the field and the site is all on the ground floor. Disabled parking bays are clearly marked in the carpark.
- The School's accessibility plan is available on our website.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- We aim to work in partnership with parents, children and other professionals to provide a program of support which enables child to overcome barriers to learning and reach their full potential.
- Break times and lunchtimes are supervised by teachers, teaching assistants as well as midday supervisors so there will always be an adult available that the child knows.
- We have a clear behaviour and anti-bullying policy which are both available on our website – The school has a zero tolerance approach to bullying. A risk assessment will be completed to ensure the safety of everyone participating in a trip or visit. If necessary, the school may also put an individual risk assessment in place for an individual child on a day to day basis. All staff have completed the Safeguarding and Prevent training.

- A health/medical care plan will be written with parents for those children who need to take medicine during the school day or those children who require additional support with personal care. Only staff who have undertaken the 'administration of medicines' training, are permitted to administer medicine to children and there are clear procedures for storing and administering medicine.
- If a child is looked after, they come under the care of the trained Designated Teacher. Regular meetings are held with the carers, social worker, Designated Teacher, where the well-being of the child is discussed and academic and therapeutic interventions of the child are agreed.

5.14 Working with other agencies

We aim to work in partnership with parents, children and other professionals to provide a program of support which enables child to overcome barriers to learning and reach their full potential.

The school has access to a link Speech and Language Therapist, Educational Psychologists, Physiotherapists, AAC specialists, Dieticians, Music therapist, Dysphasia specialists, School Nurse, Occupational Therapist, Sensory Support Service (HI& VI) and the ASD/ADHD team. We also have two trained ELSAs. We work collaboratively with all agencies which involves attending multi agency meetings, submitting reports and referrals and support parents to liaise with other professionals.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions and suspensions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Useful links

www.dfe.gov.uk

Educational Psychology Service

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/educational-psychology-service/Pages/default.aspx>

Education Inclusions and Partnership team (EIPT): Contact number: 0300 126 1000

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/local-government-department/26-educational-inclusion-and-partnership-eip-team-ncc>

Information, advice and support service (IASS): Contact Number: 01604 364772

<http://www.iassnorthants.co.uk/Pages/home.aspx>

Virtual School for Looked After Children: Contact number: 0300 126 1000

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/virtual-school/Pages/default.aspx>

5.17 Contact details for raising concerns

SENDCo: Mr Adam Cooper acooper@monksmoorceprimary.co.uk

5.18 The local authority local offer

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/Pages/what-is-local-offer.aspx>

6. Monitoring arrangements

This policy and information report will be reviewed by SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour policy
- Supporting pupils with medical conditions

