



MONTBELLE
PRIMARY SCHOOL

SEND Policy

SENCO & Inclusion Leader:	Sarah Stewart
Designated SEND Governor:	Koyeli Solenki

Reviewed policy agreed by GB on :	February 2017
Reviewed policy shared with staff on:	February 2017
Policy to be reviewed again on:	February 2018
Committee responsible for review:	Learning and Achievement

Montbelle SEND Policy

Special Educational Needs and Disability Policy – Statement of Intent

RATIONALE

At Montbelle Primary School we are committed to ensuring that the necessary provision is made for every pupil in our school community. We are passionate about inclusive education for all and welcome a diversity of culture, religion and cognitive ability, striving to meet the needs of all pupils from 3-11yrs with a learning difficulty, disability, disadvantage or special educational need.

The new SEND Code of Practice (2014), states that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into secondary school and then adulthood, whether into employment, further or higher education or training.

At Montbelle we believe that all children with a Special Educational Need or Disability (SEND) must have their needs recognized and assessed, with appropriate and timely intervention put in place. All staff have due regard to general duties to promote disability equality. We strive to deliver an appropriate curriculum to:

- Provide suitable learning challenges
- Meet the student's diverse learning needs
- Remove the barriers to assessment and learning

OBJECTIVES

Provision for children with SEND is a whole school matter. In line with the new Code of Practice, we will:

- Identify and address the SEND of the pupils we support.
- Use our best endeavours to ensure that a child with SEND gets the support they need.
- Ensure that all children with SEND are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every child whatever their prior attainment.
- Provide for the individual needs of all children with SEND and ensure their progress in mainstream education, alongside children who do not have SEND, in order to maximize their achievement.
- Ensure that the needs of children with SEND are identified, assessed, provided for and regularly reviewed.
- Take the views, wishes and feelings of the child into account, and involve them as fully as possible in decision making about their own education.
- Work in partnership with parents to enable them to make an active, empowered and informed contribution to their son/daughter's education.
- Designate a teacher responsible for the coordinating of SEND provision i.e. SENCo

CONTEXT

A child is defined as having SEND if he or she has a learning difficulty or disability, which calls for special educational provision, namely provision different from or additional to that normally available to children of the same age. A learning difficulty means that the child has significantly greater difficulty in learning than the majority of children of the same age; or, that the child has a disability, which hinders them from making use of educational facilities from those generally provided by schools for children of the same age, within the same area.

The new Code of Practice (2014) provides an overview of the range of needs, which is divided into 4 broad areas. These areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical Needs.

The purpose of identification is to work out what action we need to take to support children. It is not to asset unnecessary labels or fit children into specific categories.

IMPLEMENTATION OF THE POLICY

The overall aim of this policy is to improve the outcomes for every child with SEND in all the areas outlined in the Special Educational Needs Code of Practice. This will be achieved by these (specific) outcomes:

- Making SEND provision an integral part of our School Improvement Plan.
- Enabling identified pupils with SEND to reach their full potential.
- Enabling successful transition of pupils with SEND from any previous educational settings and in to secondary school.
- Removing barriers to achievement and offering alternative / personalized curriculum at all key stages to meet the needs of the individual.
- Arranging specialized provision to meet the needs of groups with low-level achievement.
- Enabling all children with SEND to join in the activities of the school together with pupils who do not have SEND, as far as is reasonably practical.
- The quality of teaching for children with SEND and the impact into the progress made by children is a core part of the school's performance management arrangements.
- Professional development of teaching and support staff in the area of SEND is key to the quality of Teaching and Learning of children with SEND.
- Regular monitoring of the progress and development of all pupils within school.
- Providing high quality teaching that is differentiated and personalized to meet the needs of every individual.
- Following a comprehensive and structured approach to assessing, identifying and responding to individual needs.
- Ensuring that appropriate staffing and funding is in place for pupils with SEND.
- Ensuring that all governors, particularly the SEND Governor, are up-to-date and knowledgeable about the Schools' SEND provision and Inclusion overall.
- Involving the full Governing Body in the future development and monitoring of this policy.

STAFFING AND PROFESSIONAL DEVELOPMENT

The Senior Leadership Team will take active steps to ensure that its workforce is both aware of and adheres to the aims and stated outcomes that are contained in this policy. This will be reflected in the framework of professional development and staff training.

This policy will be reviewed annually in accordance with the school's review cycle.

APPENDICES

- SENCo SPECIFIC ROLES & RESPONSIBILITIES Appendix 1
- IDENTIFICATION, ASSESSMENT, PROVISION AND REVIEW: Appendix 2
- TRANSITION AND ADMISSIONS ARRANGEMENTS Appendix 3
- ACCESS ARRANGEMENTS Appendix 4

SPECIFIC ROLES & RESPONSIBILITIES Appendix 1

Our Governing Body must ensure that we have a qualified teacher designated as a SENCo for the school. This teacher must also hold the postgraduate National SENCo award or be working towards it within 3 years of appointment to the role.

The Special Educational Needs Coordinator (SENCo) is responsible for:

Pupils

- Using baseline data to identify and monitor all children with SEND.
- Informing teaching staff of children's needs or disabilities and the provision needed.
- Maintaining the school's SEND register and provision maps.
- Ensuring the correct provision is in place for all children with SEND.
- Monitoring, evaluating and reviewing the curriculum that is in place for all students with SEND.
- Ensuring that access arrangements are in place, when required, for SATs.
- Coordinating smooth transition from feeder preschools or in-year transfer schools, and to secondary schools - attending and organizing meetings where appropriate.
- Conducting Annual Reviews and requests for Education Health Care Plans.
- Liaising with parents of pupils with SEND through parents' evenings and interim meetings where appropriate.
- Overseeing all support in addition to quality first teaching and Wave 1, Wave 2 and Wave 3 interventions.
 - Ensuring all SEND records are kept up to date.

Staff

- Overseeing and leading our Learning Mentor
- Liaising with the school Governor with responsibility for SEND.
- Acting upon 'referrals' from staff.
- Arranging and delivering appropriate whole school CPD on Inclusive Education/SEND.

Other Responsibilities:

- To liaise with outside agencies and LA support services where necessary. These include Waterside Behavioural Outreach Service, the Hearing and Visual Impairment Team, Speech and Language Therapy Service, Child and Adult Mental Health Service, the Educational Psychology Service, Occupational Therapy Service, Community Paediatricians. In addition the SENCO may liaise with Social Services, Health services, the Early Help Team, Family Support workers, Educational Welfare Officer and the Careers service.

Teachers are responsible for:

- Meeting the individual needs of the children in their classes, by regularly checking and acting upon information provided by the SENCo and Inclusion Manager.
- Ensuring that schemes of work are appropriate for the needs of all children that they teach.
- Using differentiation appropriately in all lessons
- Setting achievable, but aspirational, targets for individual children and evaluating the success of these targets.
- Contributing to the Annual Review of children with Education Health Care Plans.
- Referring children who are having difficulties to the SENCo, via the SEND referral form.
- Attending training sessions provided by the SENCo.

The Head Teacher, SENCo and the School's senior leadership team have the responsibility to ensure the implementation of the SEND Policy.

The appointed governor for SEND plays a vital role in ensuring that SEND stays on our school agenda and will make every effort to ensure that the necessary special arrangements are made for pupils with SEND.

The current SENCo at Montbelle is: Mrs. Sarah Stewart – Assistant Head. If you have any concerns about your child's educational needs, please do not hesitate to contact her at the school address.

IDENTIFICATION, ASSESSMENT, PROVISION AND REVIEW: Appendix 2

Where a child is identified with SEND, Montbelle will take action to remove barriers to achievement and put effective SEND provision in place. This takes place in the form of a four-part cycle known as the Graduated Response.

The Graduated Response

1) Assess

Montbelle has a clear and structured approach to identifying and responding to Special Educational Needs and Disability. As a school, we recognize the importance of identifying children's additional needs and we strive to identify these at the earliest point possible, with consequent follow-up of effective provision to improve long-term outcomes.

Montbelle will carry out baseline assessments with all children on entry to the school and assess each child's current skills, development and levels of attainment. Those who fail to meet age-appropriate expectations will have further individual specialized tests carried out to assess further need.

The SENCo and teachers make regular assessments of progress for all pupils. These seek to identify children making less than expected progress related to age and individual circumstance. This can be characterized 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
- Widens the attainment gap.

It can also include measures of progress in areas other than attainment, such as behavioural, emotional and social skills.

The SENCo has a referral system for staff to highlight concerns and will fully investigate all referrals through additional diagnostic testing where possible within school or through outside support agencies.

Montbelle has a very proactive approach to assessing Special Educational Needs and wider issues relating to Mental Health difficulties and behavioural, social and emotional disorders.

2) Plan

Once a child has been identified as requiring additional support, parents/carers will be notified of the intervention and support in place.

Parents/carers will also be notified of a child being placed or removed from the SEND register at SEND Support level.

All students who are placed on the SEND register will have a SEND plan written up to outline their specific needs and targets, SEND plans are reviewed termly and are shared with parents. Their needs will be carefully planned for within quality first teaching.

3) Do

All teachers are teachers of SEND and therefore will remain responsible for working with children on a daily basis, with support and advice from the SENCo.

In addition, the SENCo will provide in-class support where required, through LSAs or Teaching Assistants or through small group interventions in a variety of skills and subjects. The SENCo will support all staff and pupils within the school to ensure Inclusive Education for All.

4) Review

The effectiveness of support and intervention is reviewed throughout the year.

At the end of each intervention impact will be measured through academic progress, attendance and parental, student and staff feedback.

Where a student continues to make less than expected progress, despite evidence-based support, the school will consider involving specialist agencies. Permission from parents/carers will be sought before any specialists are contacted. If your child is on the SEND register, you will have the opportunity for direct contact related to your son/daughter's progress, with the SENCo during the year. This contact can include; opportunities to meet with the SENCo during parents' evenings, official letters, feedback related to SEND targets, annual reports, learning assessments, phone calls home and/or individual meetings where requested.

If at any time a parent has concerns about their child, the SENCo would welcome a phone call to discuss this further.

Education Health Care Plans

As a parent you have the right to request an Education Health Care Needs Assessment if you believe that, despite Montbelle taking relevant and purposeful action to identifying, assessing and meeting the needs of your child, they have still not made expected progress.

If you would like to request an Education Health Care Needs Assessment, please contact the SENCo to discuss this further.

ADMISSION ARRANGEMENTS Appendix 3

Pupils with SEND are admitted within the normal admissions procedure of the school. Parents and pupils are invited to view the school along with all other parents during open day sessions or on a private inspection through appointment.

The Equality act 2010 prohibits school from discriminating against disabled children in respect of admissions related to their disability. The school admissions Code of Practice require that a young person with SEND be treated fairly. Admissions:

- Must consider applications from parents of children who have SEND, but do not have an Education Health Care Plan.
- Must not refuse to admit a child who has SEND because they do not feel able to meet their needs.
- Must not refuse to admit a child on the grounds that they do not have an Education Health Care Plan.

Facilities are provided at Montbelle to assist accessibility for all children. This is laid out in the school Accessibility plan.

TRANSITION ARRANGMENTS

Support for children with Special Educational Needs includes the planning and preparation at key transitional phases of education. For students starting in the early years at Montbelle a comprehensive package of transitional support is put in place each year including Rising 3s and Rising 5s club, Welcome meetings and curriculum information meetings, home visits.

For in year transfer children transition days can be arranged and a meeting with the SENCo can take place to ascertain needs and support required.

For children transferring from one year to the next extensive transition arrangements are in place to support all children including those with SEND. Transition meetings take place between current and new teacher to discuss needs and support, the learning mentor runs transition support sessions before and after the transition to support children emotionally and physically with the change and all children are spend time in their new classrooms and meeting their new teachers during class swop days. Additional support can be put in place if required e.g. the creation of photo journals or additional class visits.

For SEND pupils transferring to secondary school an extensive programme of support is also available. The SENCo attends LA transition events for SEDN pupils and for ASD pupils to discuss the needs of pupils transferring with new schools. Visits are arranged for pupils to their new schools. ASD outreach support all children with an ASD from yr 5 in preparation for the change. Class based work explore the expectations and physical practicalities of the move e.g. managing timetables and safe use of public transport. Our learning mentor runs transition sessions for all vulnerable send children. Children are invited to LA 'Stepping up' transition programmes and SALT transition activities during the Summer holiday.

ACCESS ARRANGEMENTS at Montbelle Appendix 4

Access arrangements are agreed for individuals before official SATs assessments take place. They allow students with special educational needs, disabilities and temporary injuries to:

- Access assessments;
- Show what they know and can do without changing the demands of the assessment.

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a student who is disabled within the meaning of the Equality Act 2010, would be at substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage.

The SENCO with support from all teaching and support staff and members of the Senior Leadership Team will determine and implement appropriate access arrangements at Montbelle.