



MONTBELLE
PRIMARY SCHOOL

SEND Policy

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Designated SEND Governor:	Linda Bird

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Committee responsible for review:	Learning and Achievement

Montbelle SEND Policy

Montbelle is a fully inclusive and rights respecting school where all children are welcomed as members of the school community, nurtured and provided with the teaching and learning they require to succeed, and are given the individualised support they need to achieve their personal best.

At times, children have learning, emotional or social needs which require additional support. Our SEND Policy explains how children identified as having Special Educational Needs (SEN) or Disabilities (D) are supported to experience success at Montbelle. Our Schools Local Offer can be found on the school website. The information contained within this report is to support parents and carers and, where appropriate, the child, to clearly see what services are available to them.

A definition of Special Educational Needs and Disability (SEND)

Children are considered to have Special Educational Needs (SEN) if they have *significantly* greater difficulty in learning than other children of the same age:

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014

At Montbelle, we recognise that learning difficulties may show themselves in a variety of ways, with some being temporary whilst others may be more complex and require significant long term support.

There are four areas of special educational needs:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Mental and Emotional health**
- **Sensory and/or Physical development.**

Children may also require additional support if they have a disability. The **Equality Act 2010** defines disability as a physical or mental impairment that has a *substantial* and *long term* negative effect of an individual's ability to do normal activities.

Our aim

We aim to support all pupils to develop strategies to meet their needs in a supportive environment, and to give them meaningful access to the National Curriculum, through:

- Enabling every pupil to experience success
- Promoting individual confidence and a positive attitude
- Ensuring that all pupils with SEND receive appropriate educational provision through a broad, balanced and relevant curriculum.
- Giving pupils with SEND equal opportunities to participate in all aspects of the school's provision, as far as is appropriate

- Giving each child a voice to ensure they have opportunities to receive and make known information, to express an opinion, and have their opinion taken into account in any matters affecting them
- Identifying, assessing, recording and regularly reviewing pupils' progress and needs, adapting teaching as appropriate.
- Involving parents/carers in planning and supporting at all stages of their children's development and throughout the SEND process
- Working collaboratively with parents, other professionals and support services
- Ensuring that the responsibilities held by all staff and governors for SEND are implemented and maintained.

Working with parents and carers

At Montbelle, we work closely in partnership with the child and parents or carers to meet the needs of all our children. If a child is identified as having significant difficulties, these will be discussed in full with parents or carers; at all stages of the process outlined within this policy and the supporting document (Local Offer), parents or carers are encouraged to be involved and the school will communicate effectively to keep parents or carers, and the child (wherever appropriate), fully informed.

The SEND process at Montbelle

Early identification of Special Educational Needs is vital. There are two ways this usually occurs:

- a) The class teacher, at the earliest opportunity, will discuss any concerns arising with parents and carers. Such discussions will be used to share relevant information and to develop consistent support from home and school; parents and carers may also be asked, at this stage, to provide consent for assessments to be made of the child's needs.
- b) Parents sometimes ask us to investigate a concern; we take all requests seriously and undertake to follow up concerns promptly.

The school uses the following graduated approach to respond to concerns:

- Identify the key needs of the child
- Encourage the participation of pupils and their families at every step of the process
- Integrate the work of education, health and care providers.
- Follow a graduated approach cycle of: **Assess -> Plan -> Do -> Review** as follows:

1. Placing children on our 'Growing Concerns' list.

Where a pupil's progress, attainment, physical, sensory, mental, communication, social or emotional needs are a cause for concern, teachers, Phase Leaders and the SENDCo (Special Educational Needs and Disability Coordinator) will carry out assessments as necessary, and inform the parents of any concerns. The teaching and learning will be differentiated and progress will be closely monitored at regular intervals. A period of Intervention may be offered where appropriate interventions are planned by the Class Teacher to support the key needs of the child.

Such interventions may be taught in small groups, or on a 1:1 basis. Interventions may be delivered by teachers, HLTA's and TA's. Assessments are made regularly; these are carefully analysed by the teachers, SENCO and, if appropriate, outside professionals, to establish the most effective and appropriate intervention programme.

2. Personal SEND plans

If, despite receiving differentiated learning opportunities and a period of appropriate intervention, a child:

- Makes little or no progress even with targeted teaching, differentiation or an initial intervention,
- Shows signs of ongoing difficulty in developing English or mathematical skills,
- Presents persistent emotional or social difficulties, which are not met by the PSHE curriculum or behavioural management techniques employed in the school,
- Has sensory or physical problems, and continues to make insufficient progress despite the provision of specialist equipment,
- Has language or social communication difficulties,

A SEND plan will need to be put in place to outline an individual intervention programme to address the pupil's needs. For some more complex needs, it will be necessary to seek the support and advice of outside agencies in order to provide effective school based support.

At Montbelle we have access to the Royal Borough of Greenwich Education and Health services but, in addition, we buy into extra educational psychology support (1 day a week fortnightly) and one day a week Speech and Language support. An additional grant is used to provide a 1 day a week counselling service. We also ensure that we have key staff trained in specific SEND areas, e.g. supporting speaking and listening.

The expertise and advice from outside agencies are incorporated into the targets for the SEND plan. Specialist assessments inform future teaching, specialist resourcing and appropriate therapies when appropriate.

At this point, further interventions are put into place to meet the pupil's SEND targets and address their needs. They may be delivered by the class teacher, higher level teaching assistant, teaching assistant or, in some instances, from the specialists from the outside agencies. The overall delivery of the Interventions remains the responsibility of the class teacher who is able to seek advice from the SENDCo and outside agencies. The professional delivering the intervention is responsible for recording progress and feeding back the information as required to the class teacher.

The SEND plan records the pupil's strengths, areas of concern, parental concerns and, if appropriate, the child's concerns. The child's previous targets are reviewed and new targets are set with agreed outcomes and success criteria. The targets are reviewed with the parents each term (three times a year) and new targets and interventions are agreed.

3. Application for an Education, Health and Care Plan(EHCP)

If having received high quality, targeted support from a SEND plan, children continue not to make expected progress, the school may apply for the child to be assessed for an EHC Plan. Generally we apply for an EHC Plan if:

- The child is Looked After (in Local Authority foster care) and, therefore, additionally vulnerable.
- The child has a disability which is life long and which means that they will always need support to learn effectively.
- The child's achievements are so far below their peers that we think it likely that the child at some point may benefit from special school provision.

The process will involve presenting all relevant information to the Local Authority; this will include the child's place of residence, detailed records of the provision the child has received and the impact of interventions. The Local

Authority will consider all the information before making any decision. Parents and carers will be fully involved in the process and have the opportunity to contribute to the reports.

If the application is successful, an EHC plan will be drawn up by the Local Education Authority and the school, outlining the child's strengths, barriers to learning, future aspirations and provision.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes not hours. We aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available: Maths and Literacy, Social Communication group, Speech and language groups, 1:1 counselling/therapy, Toe by Toe and behaviour support.

The Interventions are designed to close the attainment gap between the children and their peers. Progress is monitored closely by the teacher, SENCo and the SLT.

Adaptions to the curriculum and learning environment (Please also refer to the Accessibility Policy)

Montbelle is a disability friendly school. There is ramped access to the school building and a lift enables access to the first floor. There is also a specialist changing suite with lifting apparatus and an electric changing table.

All of our classroom environments are inclusion friendly; we aim to teach in a way to support children with dyslexia, dyspraxia, ASD and a range of other needs; this good practice supports all children but is vital for those who need it. All the children access the full national Curriculum, and we recognise achievement and expertise in all curriculum areas. As part of normal class differentiation, curriculum content and ideas can be made accessible by using visual, tactile and concrete resources.

Class trips are an important part of our curriculum and no child is excluded from a trip because of SEN, disability or medical needs; arrangements will be made with the parent or carer as and when these trips arise. Equally, Children's safety is paramount and, if we were to feel that a child may be at risk on a trip, discussions with the parents or carers will take place.

Transition Arrangements

We understand how difficult it is for children to move into a new class or school and we will do what we can, according to individual needs of the child to make transitions between classes as smooth as possible. This may include for example:

- Additional meetings for the parents and the child with the new teacher.
- Additional visits to the classroom environment in order to familiarise themselves with the physical environment, for example: identifying where the toilets or where they will hang their coat.
- Opportunities to take photographs of key people in order to make a Transition Booklet.

Enhanced transition arrangements are tailored to meet individual needs (see Transition Policy)

Transition reviews for Year 6 pupils with SEND are held in the Summer term of Year 5 or Autumn term of Year 6. The secondary school SENDCo is invited and additional transitional arrangements are made as required.

Staff Expertise

All of our teachers are trained to work with children with SEN. Some teachers may have more experience but all teachers have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and CPD both at school and with the Borough or outside providers. Additional resources are purchased as necessary. The SENDCo also offers advice and training, sharing knowledge and resources. If the child's needs necessitate further specialist support, the school is able to seek additional advice or training from specialists such as the Educational Psychologist and specialist Advisory Teachers.

Behaviour

All children's behaviour is responded to consistently in line with our Behaviour Policy; reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to any inappropriate behaviour; the Restorative Approaches is used in school to resolve conflict which might arise (please see Behaviour Policy).

A Learning Mentor is employed by the school; part of their role is to work alongside children with emotional and social needs.

At all stages of the SEND process, the school keeps parents fully informed and involves both parents and pupils in decision making. Parents are encouraged to be actively involved in their child's education.

Roles and Responsibilities

All staff at Montbelle have a responsibility to ensure that the children in their class make expected progress. The Class Teacher, Phase Leaders, The Senior leadership team (SLT) and the SENDCo assess and monitor the children's progress in line with existing school practices; this will include termly Pupil Progress meetings, weekly SLT meetings, Phase meetings, SEND Plan reviews, monitoring of interventions, observations of teaching, multi-professional meetings and meetings with parents.

The following members of staff also have specific roles in relation to SEND:

1. The Headteacher and Governing Body

The Head teacher and Governing Body determine the school's general policy and resources allocation. Children with special educational needs or disabilities are admitted to the school in line with the Royal Borough of Greenwich agreed admissions policy.

2. The Special educational Needs and Disability Co-ordinator (SENDCo):

The teaching/support staff are responsible for meeting the needs of children identified as having SEND in their own class. In order to do so effectively, they will liaise with the SENDCo who co-ordinates SEND within the school. The SENDCo responsibilities at Montbelle are shared between Mrs Tate and Mrs Stewart

The SENDCo is responsible for:

- Managing the day-to-day operation of the policy; co-ordinates the provision for and managing the responses to children's special educational needs (SEN).
- Supporting and advising teachers and support staff.
- Managing the school's SEND register and overseeing the records of all children with SEND.
- Managing school-based SEN assessment and completing LA and outside agency documentation.

- Acting as a link with parents and outside agencies.
- Maintaining SEND resourcing and managing them both human and material resources to enable effective learning.
- Monitoring and evaluating SEND provision and reporting to the governing body.

SEND at Montbelle

The school is required to give the following information in the SEND Policy; the information given reflects the school's position as of the date of this policy (January 2015).

Around 20% of our children have Special Educational Needs or Disability (SEND) or have Statements/EHC plans (Education, Health and Care Plans). This is above the national average.

The types of SEND we currently have in school during 2014-2015, include children with a diagnosis, as well as those with profiles consistent with the diagnosis.

Communication and Interaction: autism spectrum and language disorders **5%**

Cognition and Learning: dyslexia, moderate learning difficulties **12%**

Physical and Sensory: hearing impaired, cerebral palsy **1%**

Social, Mental and Emotional Health **2%**

Date of Policy: January 2015