



Special Educational Needs and Disability (SEND) Policy

Ratified by Governors	November 2014	Next Review	November 2016
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SENCo (Special Educational Needs Coordinator) - Mrs K Cashmore (National Award for SEN)

SLT (Senior Leadership Team) member responsible for SEN - Mrs Juliette Foster, Inclusion Coordinator

Our aim at Marlcliffe Primary School is to address the needs of all pupils during their school career. Children with SENDs in this school will be part of a whole school approach, where all adults and children value the achievements and contributions of each pupil. Every teacher is a teacher of every child and as such, responsible for the progress and learning of every child in their class including children with SEN.

This policy has been written in response to the SEND Code of Practice (September 2014) and with reference to the Equality Act 2010, along with Schools SEN Information Report Regulations (2014).

The policy was developed by the SENCo, SLT and Governors whilst consulting parents and pupils with SEND. The policy is available to all families in school via the school website.

1 Aim, the longer view

Marlcliffe School aims to enable all children to have the greatest possible access to a broad and balanced education, which will enable all children to achieve high standards in their curricular, personal and social development. We plan and deliver learning that enables all children, including children with SEN, to work effectively so that they can make good progress towards their individual targets. All our pupils are encouraged to develop independence, confidence and healthy self-esteem through our promotion of respect and understanding for all people. This is delivered through our insistence of high standard of behaviour throughout the school. We aim to enable all children to set themselves high standards, take pride in their work and strive towards the personal excellence of their full potential.

2. Objectives, how are we going to do it?

This school will have regard to the SEND Code of Practice, 2014. We will aim to ensure that the culture, practice, management and deployment of resources in our school are designed to ensure all children's needs are met. We will work together with the L.A. and our families to ensure that any child's SENDs are identified and provided for early. As a school we operate a "whole pupil, whole school" approach to the management and provision of support for SEN. Our school has a SENCo, Mrs Karen Cashmore, who is working within the SEN Inclusion Policy, and is working alongside SLT to provide support and advice for all staff working with SEN pupils.

We will aim to ensure that those responsible for special educational provision should take into account the wishes of the child concerned, in light of their age and understanding, when appropriate. We will work in partnership with parents and take into account the views of parents in respect of their child's particular needs. We will aim to ensure that interventions for each child are reviewed regularly to assess their impact on the child's progress. We will ensure that there is close co-operation between all the agencies concerned and value a multi-disciplinary approach.

We will ensure that the school's role in assessment for an Education, Health, Care Plan (EHC) is completed to enable the L.A. to make assessments in accordance with the prescribed time limits. When an LA determines a child's special educational needs via an EHC we will implement specified monitoring arrangements and annual reviews.

3. Identifying Special Educational Needs

The 2014 SEND Code of Practice (p86) identifies four broad categories of special educational need. These are:

- **Communication and Interaction** (children and young people with speech, language and communication needs, and also likely to apply to children and young people with ASD – including Aspergers and Autism).
- **Cognition and Learning** (including moderate and severe learning difficulties through to profound and multiple learning difficulties, in addition to specific learning difficulties such as dyslexia, dyscalculia and dyspraxia).
- **Social, emotional and mental health difficulties**
- **Sensory and/or physical needs** (children and young people who require special educational provision because of their disability. This includes vision and hearing impairment – or multi-sensory impairment – and some children with a physical disability who may require additional support to access all the opportunities available to their peers).

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take whilst taking into consideration the needs of the whole child, which may well go beyond the special educational needs of the child. The school will take into consideration a child's disability which may require 'reasonable adjustments' to be made but does not constitute a special need. A child's attendance and punctuality, health and welfare, their status of being in receipt of pupil premium, or of being a looked-after child or as having English as an additional language may impact on their learning and progress but should not be considered as a special educational need. Any concerns relating to a child's behaviour should be seen as an underlying response to a need rather than being the need. As a school we will be able to clearly recognise and identify this as, with the support of our families, we know our pupils well.

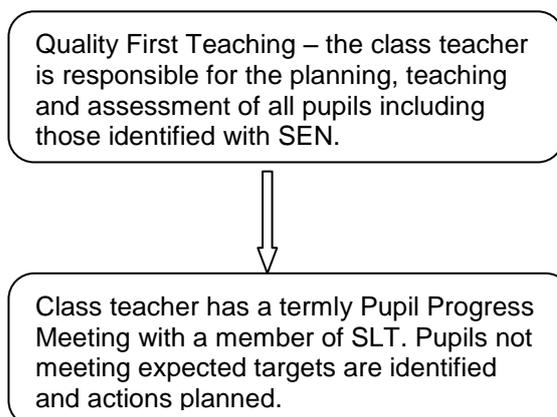
4. A Graduated Approach to SEN Support

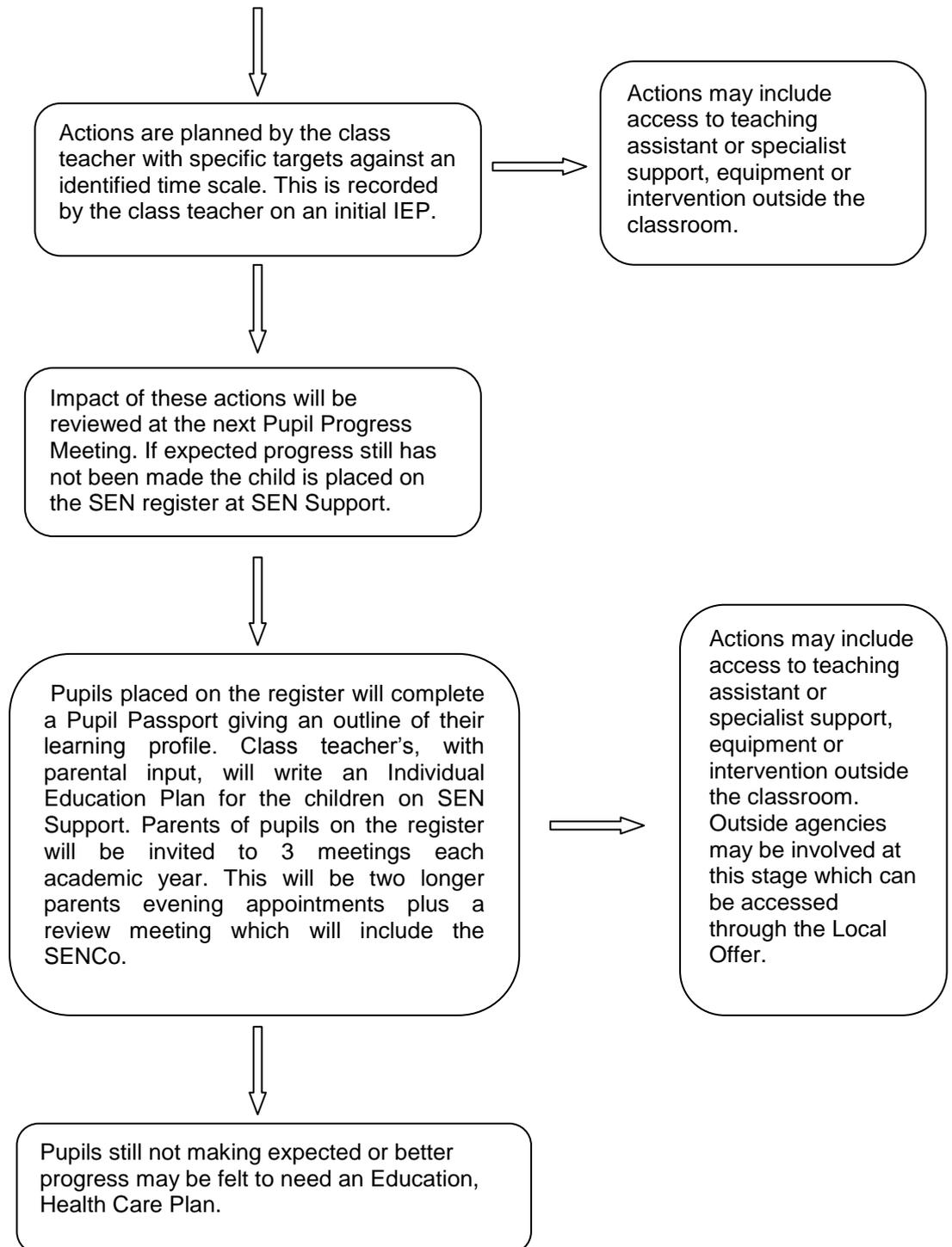
The first level of support is through a whole school commitment to providing all children with the education they need to make the progress they are capable of. This is promoted through the process of monitoring the quality of teaching and ensuring that effective strategies are being employed by staff to ensure success for all pupils. This approach is at the heart of teaching in our school and is in line with the Teacher's Standard's 2012. Pupil assessment and tracking is reviewed to ensure aspirational targets are being set and met by all pupils, and if progress is not being made this is quickly identified and investigated.

The second level of support is in the classroom where the needs of all our pupils are met through quality-first teaching. It is the role of individual class teachers to plan, deliver and differentiate lessons that are tailored to the needs of all their pupils, which may include pupils having access to support from teaching assistants or specialist staff. The class teacher is responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff. The progress each child makes is assessed and reviewed every term by class teachers and a member of SLT in a Pupil Progress Meeting (PPM). If it is felt a child has not made expected progress, in comparison to their target, peers and national expectations, the barriers to their learning will be identified and intervention planned for. Possible actions following this may be giving the child access to teaching assistant or specialist support within the classroom, giving the child access to specialist equipment, improving the class teacher's understanding of strategies and support for vulnerable pupils and their knowledge of SEN or giving the child access to a specialist intervention outside the classroom. Where the latter is felt to be appropriate, this intervention should be planned, its impact assessed and reviewed by the class teacher, SENCo and or SLT. If a child has received an adjusted curriculum through the steps detailed above and has still not made the expected progress the child will be placed on the special needs register as requiring School Support.

The third level of support is special educational provision. At this stage the school, parents and pupil should work together to produce an Individual Education Plan (IEP). The pupil will have input through a Pupil Passport. The parent will meet with the class teacher to discuss and contribute to the I.E.P. The IEP will have clearly stated outcomes and time scales which will be reviewed termly. For pupils with more complex needs who have not made better outcomes even with additional SEN support an Education, Health Care Plan (EHC) may be applied for.

Managing Pupils Needs On The SEN Register.





5 Inclusion and Admission at Marlcliffe Primary School

There is a clear expectation within the Education Act 1996, that pupils with SENDs will be included in mainstream schools. Our school admits pupils, with already identified special educational needs, as well as identifying and providing for pupils not previously identified as having SENDs.

If a child has a statement of special educational needs maintained by the LEA, that LEA is responsible for arranging the special educational provision and considering the school's suitability in finalising the statement. Where a school is named in the statement of special educational needs, the admissions authority has a duty to admit the child to the school.

6 Facilities for Access for Disabled Pupils

Marlcliffe Primary School welcomes all children with SENDs. Marlcliffe is a three storey building so movement between classes can involve much climbing of stairs. Special modifications have been made to the building and there are a number of ramps to make all areas of the ground floor of the building accessible to people with limited mobility, and handrails on

most stairways. One toilet has been converted to cater for the needs of persons with disabilities.

7 Roles and Responsibilities

The Inclusion team leaders at Marlcliffe Primary School are Juliette Foster (Assistant Headteacher) and Karen Cashmore (SENCo), who will take responsibility for:

- the day to day running of the policy
- oversight of children with special needs
- liaising with staff, keeping them up to date with relevant courses
- liaising with outside agencies, including child health services, social services and education welfare services
- ensuring that appropriate plans are in place for pupils with SEND
- ensuring that relevant background information about individual children with SENDs is collected, recorded and updated
- ensuring the deployment of teaching assistants has an effective impact on progress for pupils with SENDs.

The Governing Body will undertake responsibility for:-

- determining the school's general policy (in co-operation with the Headteacher)
- establishing the appropriate funding and staffing arrangements and maintaining a general oversight of the school's work whilst having regard to the Code of Practice.
- ensuring that all pupils with SENDs have the opportunity to join in with the activities of the school together with pupils who do not have SENDs, so far as is reasonably practical and compatible with the efficient education of the pupils with whom they are educated.
- reporting annually to parents on the implementation of the school's policy for pupils with additional educational needs.

The Governor with an interest in SENDs is Sharon Schonborn.

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Headteacher will keep the governing body fully informed. At the same time, the Headteacher will work closely with the school's SENDs coordinator in all areas of SENDs.

All teaching and non-teaching staff will be involved in the development and practice of the school's SENDs policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs.

8 The role of Parents/ Carers of Pupils with AENs.

Parents and carers of children with special educational needs will be treated as partners and will be encouraged to take an active and valued role in their child's education, have their child's difficulties identified early, have knowledge of what they can expect for their child as a right, and have access to information, advice and support during assessment and any related decision-making process about additional educational provision, including transition planning, setting target and writing individual education plans, where this is felt necessary.

9. Involvement of Outside Agencies

At Marlcliffe Primary School, we work closely with and in partnership with outside agencies that support pupils with SENDs. These agencies, whose time is bought in by the school may include learning support teachers and TAs, Educational Psychologists, health and social services, the Speech and Language department, the medical and welfare and social services. Many of these fall under the umbrella of the area MAST (Multi-agency Support Team) team.

10. Involvement of the Pupils

Marlcliffe Primary School will, when appropriate:

- provide clear and accurate information about the child's special educational needs and the purpose of any assessment, individual education plan or any intervention.
- ensure that the pupil understands the agreed outcomes of any intervention, and how they can be a partner in working towards the goals set. Pupils who play an active part in assessment and in developing and monitoring agreed targets will also have greater self esteem and feel confident that they are making progress.
- explain clearly what additional support or assessment arrangements are being made and how the pupil can contribute to them.
- consult with pupils who need individual support (whether through equipment or a learning support assistant) to ensure that such support is provided in a timely and sensitive way and enables them to fully participate in learning.
- recognise when appropriate the potential stress of assessment and review arrangements and ensure that the pupil understands the role and contribution of any other professionals from the educational psychology

service, child health and social services.

11. Allocation of Resources

Marcliffe Primary School will endeavor to make effective use of their allocated SEND resources, which may be used in the form of material and/or human resources, as is appropriate to the assessed needs of the pupils. These resources are funded from school budget in response to the individual needs of pupils. Funding may also come from Pupil Premium funding, when the criteria is met for this. High Needs Funding can also be accessed for children with the most complex needs.

The deployment of human resources, dependent on the level of need of the child, may include these options:

- The main provision is the class teacher.
- Pupil support is used routinely, and adult help will be provided when a teaching assistant or adult helper is working in the classroom.
- Individual or small group support is provided by TAs or teachers, either in or out of the classroom.
- The SENCO is involved in the assessing and planning of programmes for children with SEND.

12. Pupil progress meetings

These meetings are held every term at the end of an assessment cycle. SLT and teachers analyse attainment and progress and individual children's needs as a result of this, mostly in comparison to national expectations – this may include around the lowest achieving 20% of pupils. Provision for needs is made through classroom teaching or interventions.

13. Children with a statement or Education and Health Care Plan:

In the rare event of a child having a statement of SENDs or an Education and Health Care Plan (EHC), their targets will be reviewed termly, and in addition they will have an Annual Review where all agencies involved with the child are invited to attend. A decision will be made by the LEA from the assessments carried out whether or not the statement or EHC is to continue.

14 Equal opportunities:

The staff and governing body of Marcliffe Primary School believe in the principle of equal opportunity for everyone in education, regardless of race, sex, class or disability.

15. Parental Partnership:

Parents will be consulted at all stages and home involvement encouraged. Parents who are concerned about their child's progress should contact the class teacher and/or SENCO. More parental involvement is expected if their child is on the SEND register. These parents will have three meetings a year to discuss their child's progress and needs. Two of these will be during the usual parents' evenings, though more time than usual will be allowed for these. The third meeting will be with the SENCO, teacher and parents and carried out annually.

All parents of children with SENDs will receive a leaflet explaining school procedures.

Should a parent be dissatisfied then the Headteacher should be consulted or a complaint in writing should be sent to the Chair of Governors. This information can be found in the official School's Complaint Policy, which is on the school website.

16. Transition.

We aim to make the transition for all children, but especially children with SENDs, as smooth as possible. Close links are made by the appropriate teachers and the SENCO with the nurseries and secondary schools which the children are transferring to or from. Each child's needs are discussed individually in a 'handing over session' and records are passed onto the next school. If the child transferring is at School Action Plus or has a statement, the appropriate staff from the feeder school are invited to the child's final review meeting.

17. SEND Training and professional development

The Headteacher and SENCO will endeavor to keep up to date with new developments and legislation in the area of special needs and inclusion by attendance at appropriate outside courses. This information will be communicated to staff and teaching assistants at staff meetings or other training sessions. Training needs will also be identified through Pupil Progress meetings, ongoing teaching observations, book scrutinies and in response to the needs of individual pupils.

The draft policy was shared with parents of pupils with SEND prior to ratification. It was ratified at a full Governor's meeting.

This policy will be reviewed annually.

