

## Marine Park First School

### Special Education Needs and Disability Policy

#### Statement of Intent

At Marine Park First School our SEND policy is a policy for all children, embracing the principles of inclusive education where all children are equally valued and given opportunities to maximise their potential, within a happy and caring environment.

#### The Special Educational Needs (SEND) aims of the school

- to ensure that all pupils have access to a broad and balanced curriculum
- to provide a differentiated curriculum appropriate to the individual's needs and abilities
- to ensure the identification of all pupils requiring SEND provisions as early as possible in their school career
- to ensure that pupils with SEND take as full a part as possible in all school activities
- to ensure that parents/carers of pupils with SEND are kept fully informed of their child's progress and attainment
- to ensure that the views of parents/carers of pupils with SEND are actively sought
- to ensure that pupils with SEND are involved, where practicable, in decisions affecting their future SEND provision.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy we believe pupils will be helped to overcome their difficulties. This document has been written by the Special Needs Co-ordinator, Mrs H Armstrong, the Inclusion Lead, Mrs S Armstrong and the Headteacher Mr S Easton. It has been developed in consultation with other members of staff and the Governing Body of the School.

It is a working policy, which reflects the ethos and practice within the school in relation to children with SEND. It has been written with due regard to the requirements of the new Special Educational Needs Code of Practice and it will be monitored and evaluated according to changes within the Code of Practices when they arise.

We are committed to inclusion.

We treat all learners as individuals.

We plan to develop cultures, policies and practices that include all learners.

We aim to ensure a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

We will respond to learners in ways, which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

This policy describes the way we meet the needs of pupils who experience barriers to their learning, which may relate to:

- sensory impairment
- physical impairment,
- learning difficulties
- emotional or social development,
- factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

## **Definition of SEND /Additional Needs**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. Children are not regarded as having learning difficulties solely because their language, or form of home language, is different from that in which they are taught.

Marine Park First School has due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with SEND, and ensures that parents are notified when SEND provision is being made for their child.

Special Educational Provision means:

educational provision which is additional to, or different from, the educational provision made generally for children of the same age within our school.

The SEND team of the school includes:

SEND Co-ordinator (SENCO) Mrs H Armstrong

Inclusion Lead: Mrs S Armstrong

Headteacher Mr S Easton

SEND Governor Mrs. J Bates

Chair of Governors Mr B Willcox

## **Admissions**

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND. It has due regard for the practice advocated in the Code of Practice, in that 'All schools should admit pupils with already identified special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs but without statements or EHCP must be treated as fairly as all other applicants for admission'

However the Governing Body reserves the right to refuse a pupil admission if it is felt that their particular educational needs can not be adequately met within the school or if their level of need is severe or if they could cause a danger to themselves or others around them.

## **Identification, assessment and provision**

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage.

Assessment is the process by which pupils with SEND can be identified.

Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision.

## **Early identification**

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupils' progress through:

- evidence obtained by teacher observation/assessment
- evidence of achievement using Target Tracker year group achievement steps
- standardised screening or assessment tools, such as Sandwell Numeracy Assessment, SATS, Salford reading , SPAR spelling, York Assessment of reading for Comprehension etc, records from pupil's previous school
- information from parents/carers.
- information from health professionals such as paediatricians and health visitors

## **The range of provision**

The main methods of provision made by the school are:

- full-time education in classes, with additional help and support by the class
- teacher and or teaching assistant, through a differentiated curriculum
- periods of withdrawal to work with a support teacher/TA/SENCO
- in-class support with adult assistance

- support from specialists within class or as a part of a withdrawal programme.

### **English as an additional language**

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from SEND. It will be necessary to assess their proficiency in English before planning any additional support that may be required. Our teacher of English as an additional language, Mrs Dougall supports children individually or in small groups.

### **Monitoring pupil progress**

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- prevents the attainment gap widening
- is equivalent to that of peers starting from the same baseline but less than the majority of peers
- narrows the attainment gap between pupil and peers
- equals or improves upon the pupil's previous rate of progress
- ensures full curricular access
- shows an improvement in self-help and social or personal skills
- shows improvements in the pupil's behaviour
- is satisfactory to pupil and parent/ carers

The teaching of pupils with SEND is a **whole school** responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils' abilities, aptitudes and interests. Some pupils may need increased levels of provision and support.

Where teachers decide that a pupil's learning is unsatisfactory, the SENCO is the first to be consulted. The SENCO and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through the Code of Practice provision system. Where concerns remain despite sustained intervention the school will consider requesting a formal assessment by an outside body, such as an Educational Psychologist.

The school also recognises that the parents have the right to request a formal assessment.

### **Record keeping**

The school will record the steps taken to meet pupils' individual needs. The SENCO will ensure that records are accurately maintained through SEND support plans. Records of annual review meetings are also kept.

Each class teacher keeps a copy of the SEND support plan and other relevant documentation.

The SENCO also keeps master copies in a locked filing cabinet in the main Office.

Parents are also given copies of the SEND support plan and any other relevant documentation.

In addition to these records a pupil's profile may also contain:

- information from a previous school
- information from parents
- information on progress and behaviour
- pupil's own perception of difficulties (pupil participation)
- information from health/social services
- information from other agencies

The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having SEND, the school will intervene through the SPS as detailed below.

### **School Provision System**

In the COP early intervention is characterised by interventions that are different from or additional to the normal differentiated curriculum. This intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- make little or no progress
- demonstrate difficulty in developing literacy or numeracy skills
- show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- have sensory /physical problems, and make little progress despite the provision of specialist equipment
- experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

If the school decides, after consultation with the parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with the teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Pupils at this level may not necessarily have individual targets as often a higher level of class differentiation will support the pupil. Parents will be closely informed of the action and results.

Once a child is placed on the SEND register they will receive a sustained level of support and outside agencies may become involved where appropriate. Advice from outside agencies will only be sought after consultation with parents/carers and with their agreement. Placement of a pupil at these levels will be made by the SENCO after consultation with the pupil's class teacher and parents/carers. Pupils on this level of intervention will have individual specifically designed targets written into an SEND support plan.

If outside agencies are involved with the child they may advise on targets for a SEND support plan and may provide specialist input to the support process.

In school assessments will be provided, after permission has been sought from the parents/carers.

External support services will require access to a pupil's records in order to understand the strategies employed to date, and the targets set and achieved.

The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting SEND support plans will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

The school may seek an Education Health and Care Plan for any pupil and it recognises that parents can make a request for an EHCP [formerly a Statement of Special Educational needs]. The LA may provide funding for additional support etc. Intervention at this level will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- still makes little or no progress in specific areas over a long period
- continues to work at NC levels considerably lower than expected for a child of a similar age
- continues to experience difficulty in developing literacy/numeracy skills
- has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- has communication or interaction problems that impede the development of social relationships, thus presenting a barrier to learning
- has specific targets set by an outside agency that must be recorded and/or can not be addressed through the every day work of the class.

### **Nature of intervention**

The SENCO in collaboration with the class teacher will decide the action required to help the pupil progress.

Based on the results of previous assessments, the actions might be:

- deployment of extra staff to work with the pupil
- provision of alternative learning materials/special equipment
- group support
- provision of additional adult time in devising interventions and monitoring their effectiveness
- staff development/training to undertake more effective strategies
- access to outside agencies for advice on strategies, equipment or staff training.

### **Individual Education Plans/ Learning Support Plans**

Strategies for pupils' progress will be recorded in a SEND support plan containing information on:

- short-term targets
- provision made
- date for review
- success and/or exit criteria
- the outcomes recorded at review

The SEND support plan will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs.

### **Reviewing SEND support plans**

SEND support plans will be reviewed termly between staff parent/carers and pupil as appropriate. Parents will be informed by the class teacher when this is to take place. Parents' views on their child's progress will be actively sought. Reviews are child centred and where appropriate the views of the child will also be sought.

### **The role of the SENCO**

The SENCO plays a crucial role in the school's SEND provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy.

Other responsibilities include:

- overseeing the day-to-day operation of the policy
- coordinating the provision for pupils with SEND
- liaising with and giving advice to fellow teachers and support assistants
- overseeing pupils' records
- liaising with parents
- making a contribution to staff training
- liaising with external agencies, support services, Health and Social services, and voluntary bodies.

For effective co-ordination staff must be aware of:

- the roles of the Headteacher, SENCO, Governing Body and Class Teacher
- the responsibility all teachers have in making provision for SEND pupils
- the commitment required by staff to keep the SENCO well informed about pupils' progress
- mechanisms that exist to allow teachers access to information about SEND pupils
- the procedure by which parents are informed and the subsequent SEND provision

Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

### **The role of the Governing Body**

The Governing Body's responsibilities to pupils with SEND include:

- ensuring that provision of a high standard is made for pupils with SEND
- ensuring that SEND pupils are fully involved in school activities
- having regard to the Code of Practice when carrying out these responsibilities
- being fully involved in developing and subsequently reviewing SEND policy
- reporting to parents on the school's SEND policy including the allocation of resources from the school's budget.

### **The role of the Class Teacher**

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- being aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND
- collaborating with the SENCO to decide the action required to assist the pupil to progress
- working with the SENCO to collect all available information on the pupil
- in collaboration with the SENCO, develop SEND support plans for pupils with SEND
- providing differentiated class work
- working with pupils with SEND to deliver the individual programme set out in the SEND support plan
- developing constructive relationships with parents
- being involved in the development of the school's SEND policy

### **The role of the Headteacher**

The Headteacher's responsibilities include:

- the day-to-day management of all aspects of the school including SEND provision
- keeping the Governing Body well informed about SEND within the school
- working closely with the SENCO/SEND team
- ensuring parents are informed of the fact that SEND provision has been made for their child
- ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

## **SEND INSET**

All staff are encouraged to attend courses that help them to acquire the skills needed to work with pupils with SEND. Part of the SENCO's role is to develop awareness of resources and practical teaching procedures for use with SEND pupils. As a routine part of staff development, INSET requirements in SEND will be assessed. Training days are frequently used to train staff in specific areas of SEND. The Governing Body will undertake a similar review of training needs. The school's INSET needs will be included in the School Development Plan.

## **Partnership with parents**

Marine Park First School firmly believes in developing a strong partnership with parent/carers and that this will enable pupils with SEND to achieve their potential. The school recognises that parents have a unique overview of the pupil's needs and how best to support them, and that this gives them a key role in the partnership. Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. The school considers parents of pupils with SEND as valued partners in the process. Depending on age and appropriateness, pupils with SEND will also be encouraged to participate in the decision making process.

## **Complaints procedure**

The school's complaints procedure is outlined in the school prospectus. Should there be any difficulties in relation to the SEND procedure we will attempt to resolve them through discussion. Should the outcome not be satisfactory parents will be referred to the complaints procedure

## **Links with schools/external agencies**

The SENCO has links with other schools and professionals through the SENCO Network meetings. Our links with feeder schools are also well developed. The SENCO meets with the SENCO at the receiving middle school during the summer term and passes on all relevant information to aid the smooth transfer of children with SEND. Some pupils require additional support and provision to ensure a smooth transition to middle school. Additional visits, meetings with key staff, photographs and books would all be options considered to effectively support children.

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND pupils.

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Dyslexia /Dyscalculia Team
- Educational Psychologists
- Behavioural support services
- Speech therapists
- Language and Communication team
- CAMHS [Child Adult Mental Health Service]
- In addition, important links are in place with the following organisations:
- School Attendance Officer
- School Nurse
- Children's Services

## **SEND policy review**

The school considers the SEND policy document to be important and, in conjunction with the Governing Body, undertake a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

Reviewed annually.

Last review by SE HA SA and JB (SEND Governor) September 2017