

***Care, Imagine, Believe, Strive, Achieve***

**SEND Policy**

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| **Approved by:** | Full Governing Body |  **Date:** 12.06.18 |
| **Last reviewed on:** | May 2018 |
| **Next review due by:** | May 2019 |

## Aims

At Melbourne Primary School we aim to ensure:

* All students have the opportunity to participate fully in every area of the school community without regard to race, gender, educational ability or physical disability.
* When considering identification of needs, assessment procedures and provision, care is always taken to consider the student within the context of their home, language, culture and community.
* Teaching and support staff are committed to the appropriate provision of the full curriculum to each student by understanding and following the principles of differentiated teaching.
* When necessary and appropriate, we draw on the knowledge and expertise of other professionals and outside agencies in order to cater for the specific needs of individual students.
* Opportunities for liaison between transition schools are encouraged, developed and maintained.
* Opportunities for home-school partnership are encouraged, developed and maintained.

## In brief

* + All teachers are teachers of Special Educational Needs and Disabilities (SEND). Provision for a student with SEND should match the nature of their needs.
	+ There should be regular recording of a student’s special educational need or disability, the action taken and the outcome.
	+ A differentiated curriculum is not SEND provision - differentiated learning opportunities should be given to all students.
	+ All students can learn and make progress.

**Legislation and Guidance**

The following have been carefully considered and inform the school’s provision for students with SEN:

* The SEND Code of Practice, 2015.
* The Disability Discrimination Act, 1995 and subsequent extensions. (Now embedded in the Equality Duty).
* The Equality Act 2010, (Now embedded in the Equality Duty).
* The Children and Families Act, 2014

This policy should be read in conjunction with the Inclusion Policy, Anti-bullying Policy, , Behaviour Policy & Charter, Teaching and Assessment Policy, and Safeguarding Policy.

**Definitions**

The Special Educational Needs and Disability Code of Practice 0 to 25 years states the following as a definition of Special Educational Needs:

‘A child or young person has SEN 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’

The Special Educational Needs and Disability Code of Practice 0 – 25 years, goes on to identify that these needs can be categorized into four broad areas of need:

* communication and interaction
* cognition and learning
* social, emotional and mental health difficulties
* sensory and/or physical needs

**\***This definition of ***learning difficulty*** does not apply to students who have learning problems solely because his/her first language is different from the language in which he/she will receive his/her education.

**Roles and responsibilities**

Every member of staff at Melbourne must read and adhere to the SEND/Inclusion Policy and its agreed goals.

**The Head Teacher** (Mrs Claire Fielding) has overall responsibility for ensuring the policy is carried out. She is the "responsible person" in receipt of information from the Local Authority and Social Services. She is the principal agency through whom the governors discharge their duties.

**The Governing Body** in cooperation with the Head Teacher, determines the school’s general policy and approach to inclusion.

**The SEND/Inclusion Leader** (Miss Chloe Cheshire)will work with Class Teachers, Head Teacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

1. Overseeing the day-to-day operation of the policy
2. Reviewing policy annually
3. Producing the school’s SEND Information Report
4. Coordinating the provision for pupils with SEND
5. Liaising and giving advice to fellow teachers
6. Overseeing pupils’ records
7. Liaising with the parents
8. Making a contribution to INSET
9. Liaising with external agencies, LA support services, Health and Social Services, and voluntary bodies.

**The Class Teacher** has a vitalrole to play in SEND and Inclusive practice for those who they teach. As they are the people best placed to assess need and implement plans**,** theyshould put this policy into action on a day to day basis. Their role includes:

* Being aware of the school’s procedures for the identification and assessment of differing needs as stated in this policy and subsequent provision for pupils with SEND.
* Being aware of the school's commitment to inclusion and ensuring inclusive practices are adhered to in all aspects of school
* Collaborating with the SEND/Inclusion Leader to plan the action required to assist the pupil to make progress, and on collection and analysis of data
* Developing constructive relationships with parents
* Being involved in the development of the school’s SEND/Inclusion policies
* Using their best endeavours to make sure that a child with SEND gets the support they need
* Ensuring that children with SEND engage in the activities of the school alongside pupils who do not have SEND
* Informing parents when the school is making special educational provision for their child
* Recording and maintaining SEND data and records
* Providing quality teaching for pupils with SEND

* Completing any professional development related to SEND ​
* Regularly reviewing progress and attainment for children with SEND
* Effectively deploying teaching assistants to plan, deliver and evaluate planned intervention

*(Appendix 1: Adult support in school)*

## Identification of students with SEND

We recognise the importance of identifying students as soon as possible who might have SEND. The school will use a range of evidence and strategies to identify students. We

* recognise when a child has a diagnosed disability and consider if any reasonable adjustments need to be made or if any additional support needs to be put in place immediately
* assess each student’s current skills and level of attainment on entry and consider if any reasonable adjustments need to be made or if any additional support needs to be put in immediately
* consult with parents and previous schools about their view of their child’s progress
* make half-termly assessments as part of our progress meetings – these enable us to quickly pick up any children who are making less than expected progress and identify the support and strategies that might help them.

Less than expected progress includes where:

* progress is significantly slower than that of other students starting from the same point
* it is less than their previous rate of progress
* the attainment gap is not closing between the child and his/her peers (the gap may even be widening).

**Our graduated response**

As soon as we have concerns about a child’s progress we begin to apply our graduated approach. This includes:

**First wave response - Our Core Offer**

At this stage we focus on high-quality teaching targeted at the student’s area of weakness. Discussion in our progress groups will lead to suggested strategies and approaches that might be used. We monitor the quality of teaching in our school carefully to ensure that all students’ needs are met. Teachers receive regular professional development in SEN to enable them to identify and support students who might be encountering problems. Teachers are responsible through quality teaching for the progress and development of students in their class.

This may include:

• Differentiation in the classroom – planning/work/delivery/quality first teaching

• Time limited additional interventions in basic skills and social/communication skills

• In class support by TAs

• Testing and assessments (in school by the class teacher, TA or SEN Consultant)

• Buddy/social groups/work with the school’s Emotional Literacy Support Assistant (ELSA)

• Visual aids/overlays/equipment

**Second wave response – School Support**

* If a student continues to be a cause for concern and the issues raised at progress meetings are not resolved, then a specific referral is made to the SEND Leader. There will be a meeting between the SEND Leader and class teacher to identify what this support might include. At this stage the child will be added to the SEND register and a school support plan will be put in place. Parents will be informed that their child has been placed on the SEND register and their views will be sought. Pupils and parents will be involved in the evaluation of the School Support Plan and with the setting of new targets. This will take place during the parent/teacher consultation meetings and at a meeting following the child’s annual school progression report. Extra time will be allocated to these meetings. At the end of an intervention period progress is assessed and the decision is taken as to whether more support is needed or not. This may result in another intervention being implemented or the student being removed from SEND Register and school support.

Examples of targeted support may include:

* Detailed and specific assessments to identify a pupil’s learning profile
* Time limited additional interventions in basic skills
* Mentoring
* Targeted individual 1-1 or small group teaching and/or monitoring by SEND/Inclusion or SEN Consultant or specialist TA

**Referrals can also be made to following outside agencies.**

* SEND Consultant
* Education Inclusion Service (EIS)
* Educational Psychology
* Occupational Therapy
* Physiotherapy
* Speech and Language Therapy Service (SALT)
* Integrated Sensor & Physical Teaching Service (SaPTS)
* Social Services
* Child and Adolescent Mental Health Service (CAMHS)
* Parent Support Service
* Behaviour Support Team
* Early Help and Safeguarding Hub (EHaSH)
* Children’s Disability Team
* The Local Authority Special Education Needs Team

Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment, which may lead to an Education Health Care Plan (EHCP) being implemented.Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy.  The school also recognises that parents have a right to request a Statutory Assessment.

Where a pupil is identified as having SEND, parents must be formally notified and schools will take action to remove barriers to learning and put effective educational provision in place. This SEND provision takes the form of a four-part cycle – **Assess, Plan, Do, Review** and is known as the graduated response.



## Assess, Plan, Do, and Review Cycle:

* Employ standardised screening or assessment tools that staff are qualified to deliver or commission assessments from other agencies within the Local Offer.
* Advise parents how they can access assessments via other services and/or privately.
* The results of any additional assessments will be communicated to parents/carers and, where appropriate, students. A collaborative process will be established to produce an effective plan in response to any identified SEN. This may involve commissioning services from the East Riding of Yorkshire’s Local Offer.
* The School will monitor and review the progress towards the stated outcomes in students’ plans and use this to inform amendments to the plan. This will involve;
* Putting in place arrangements to ensure students and their parents/carers are regularly engaged in discussions about the progress of their child (at least three times a year).
* The school will keep a record of the steps taken to meet the individual needs of all students with SEN and their effectiveness over a given time period.
* Where appropriate, students’ plans will include exam access arrangements. Students will be assessed for access arrangements in line with the school’s stated protocols for the assessment of evidence of students’ needs and Access Guidelines for Statutory Assessments.

**Education, Health and Care Plan (EHCP)**

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

* Long term objectives agreed following recommendations made during the assessment procress
* Short term targets
* Targets established through parental/pupil consultation
* Implemented in the classroom

Delivered by the class teacher with appropriate additional support where specified

*See Appendix 3: Request for Statutory Assessment*

**English as an Additional Language (EAL)**

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 a Special Educational Need. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

**Supporting students and families**

The SEND Code of Practice 2014 emphasises the importance of parent/carer involvement and student involvement throughout the SEN process.

The local authority Local Offer for each authority provides more information about the services that are available across the authority and the information and advice independent of the school that parents can access.

The provision that the school makes for SEN is also included in the SEN information report published on the school’s website. This has been written in a parent-friendly way to enable parents to see clearly what the school offers their child with SEN.

The school supports its families through:

• early involvement through the teacher as concerns emerge

 • involvement in the assess, plan, do and review cycle

• consultation about SEN practice on an annual basis

• parent consultations

• discussion with parents about targets and 'next steps' on a termly basis

• access to open communication with SEND Leader and all key staff

**Monitoring and Evaluation**

The success of the school’s SEND Policy and provision is evaluated through:

* Monitoring of classroom practice by SEND Leader and the Senior Leadership team
* Analysis of pupil tracking data and test results
	+ for individual pupils
	+ for cohorts
* Value-added data for pupils in identified vulnerable groups
* Consideration of each pupil’s success in meeting individual targets
* Termly monitoring of procedures and practice by the SEND Governor
* School self-evaluation
* The Governors’ annual Report to Parents
* The LA SEND moderation process

The Improvement Plan/SEND Action Plan. We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

**Community Inclusion Partnerships**

Staff development is important and all staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. Part of the SEND/Inclusion Leaders role in school based INSET is to develop awareness of resources and practical teaching procedures for use with pupils with SEND. As a routine part of staff development, INSET requirements in SEND and Inclusion will be assessed. The Governing Body will undertake a similar review of training needs. TA’s requirements in supporting pupils’ needs will be considered frequently. NQTs and staff new to the school will be given training on the school’s SEND/Inclusion policy as part of their induction. The School’s INSET needs will be included in the School Development Plan  Links with other agencies, organisations and support services  The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for all pupils. When it is considered necessary, colleagues from the following support services will be involved;

* Education Inclusion Service (EIS)
* Occupational Therapy
* Speech and Language Therapy Service (SALT)
* Integrated Sensory & Physical Teaching Service (SaPTS)
* Social Services
* Child and Adolescent Mental Health Service (CAMHS)
* Parent Support Service
* Behaviour Support Team
* Early Help and Safeguarding Hub (EHaSH)
* Children’s Disability Team
* The Local Authority Special Education Needs Team
* Wolds Partnership SEND Consultant
* Educational psychologists
* Medical officers
* Dieticians
* Physiotherapists
* Hearing impairment services
* Visual impairment services
* Pupil Referral Service (PRS)
* Traveller Education

In addition, important links are in place with the following organisations:

* The local playgroup/mother and toddlers’ group with the aim of providing continuity  between home and school
* The LA
* Education Welfare Officer
* Social Services
* Sure Start
* Friends of the School
* Other groups or organisations
* Partnership with parents

**Complaints Procedure**

The school’s complaints procedure is outlined on the school website. The SEN Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements. These will be explained to parents if required.

**Appendices:**

*Appendix 1*

Within school, the following people are involved in the support of children:

**Ian Richardson** - HLTA. Covers PPA (planning, preparation and assessment) time in Classes 1-6; Coordinates TAs within school who work with pupils with SEN; liaises with class teachers about pupils with SEN and meets regularly with SEND leader to inform of any new developments in classes; training support staff as required; works regularly with children with SEND.

**Jenny Knight** - provides 1-1 support for children with EHCP’s; works with KS2 children on School Support Plans; supports children with additional needs in class and carries out tests for KS2 children as required.

**Diane Foots and Charlotte Hepplewhite** - supports children with children with SEND in class in Early Years.

**Victoria Lakin and Kerstin Cooper** - support children with SEND in class. They also provide Emotional Literacy Support (ELSA).

**Lyn Strangeway** - provides 1-1 support for children with EHCPs; works with KS1 children on School Support; supports children with SEND in class and teaches a KS1 phonics intervention.

*Appendix 2*

**School Support**

Strategies for pupils’ progress will be recorded by teaching assistants and the class teacher in intervention records and on the school support plans on the school provision mapping and tracking tool. These include:

* Long-term outcomes
* Short-term outcomes
* Teaching strategies
* Provision made
* Recent/relevant test scores
* Date for review
* Success and/or exit criteria

The outcomes recorded at review  will concentrate on two or three individual targets that closely match the pupil’s individual targets and they will be reviewed termly with feedback from any adults who has worked with that child. Teachers will meet with parents, three times a year (during a longer parent/teacher consultation meeting and following the child’s annual report) to discuss progress with current targets and help set new ones. The school will endeavour to hold the reviews in an informal manner and parents’ views on their child’s progress will be actively sought. Wherever possible or appropriate the school will involve pupils in this process.

*Appendix 3*

**Request for Statutory Assessment**

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within School Support, the child remains a **significant cause for concern**. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

* The action followed with respect to SEND Support
* The pupil’s current attainment (and historical attainment, if required)
* Records and outcomes of regular reviews undertaken
* Information on the pupil’s health and relevant medical history
* Curriculum assessment against age related expectations.
* Other relevant assessments from specialists such as support teachers and educational psychologists
* The views of parents
* Where possible, the views of the child
* Social Services/Educational Welfare Service reports
* Any other involvement by professionals