

Special Educational Needs and Disability Policy

DATE FINALISED - December 2019

DATE TO BE REVIEWED – December 2020

Monksdown Primary School



INTRODUCTION:

Name of SENCO – Miss K.Makin

Contact Details of SENCO – 0151 226 1606

The SENCO will be contactable during school hours and will use their best endeavours to respond within 24 hours of contact being received by the school, please expect any responses to be made during working hours and in term time.

The SENCO at Monksdown Primary School is a member of our Senior Leadership Team. This policy was developed in collaboration with staff, parents/carers and governors to promote the Inclusive practice and approach we have in our school. It is important to recognise that all our teachers are teachers of all children and we use reasonable adjustments to remove barriers to children's learning and development so they can achieve their full potential and meet their very best outcomes.

The Headteacher, Mrs J.Price, advocates and works closely with the SENCO to ensure reasonable adjustments are made to the curriculum, teaching, learning and assessment opportunities and the accessibility of opportunity for all children including those with Special Educational Needs and/ or Disability (SEND).

Our School Governing Board also has a Governor with responsibility for SEND – Mrs L.Gibbons.

AIMS:

At Monksdown Primary School we aim to:

- Continually raise the aspirations of and expectations for all pupils with SEN and Disability. Our school provides a focus on outcomes for children and young people and not on the hours of provision/support.
- Create an Inclusive environment that recognises all needs of children with SEN and Disability and provides a broad and fulfilling educational experience which prepares each individual for adulthood.

OBJECTIVES

At Monksdown Primary School we will fulfil our aims through the following objectives:

1. To identify and provide for children and young people who have special educational needs, disability and additional needs
2. To work within the guidance provided by the SEND Code of Practice (January 2015)
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with teachers, Support Staff and other key individuals or services
5. To provide support and advice for all staff working with special educational needs pupils, either from in-school experience or from outside sources

IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

At Monksdown Primary School we recognise the importance of the early identification of children who may be facing challenges or difficulties in accessing the curriculum and/or in their personal and social development. Before the SENCO becomes involved we expect our teachers to use regular assessment, monitoring and observation and work with the SLT in Pupil Progress Meetings to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised 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

We also recognise that slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having an SEN. However, the school may use this as an indicator of a range of learning difficulties or disabilities. Equally, we do not always assume that attainment in line with chronological age means that there is no learning difficulty or disability for that individual child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the child becoming disaffected from education, or resulting in emotional or behavioural difficulties both within school and at home. We will work with parents/carers to listen and hear their concerns that they may have in regards to their child’s development and progress towards outcomes.

The SEND Code of Practice (January 2015) specifies 4 Broad Areas of Need here and this includes more specific needs;

- **Communication and Interaction** – including Speech, Language and Communication Needs and Autism Spectrum Conditions
- **Cognition and Learning** – including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)
- **Social, Emotional and Mental Health** – including ADHD, ADD, Attachment Disorder or an underlying mental health need such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained.
- **Sensory and/or Physical Needs** – including hearing impairment, visual impairment, multi-sensory impairment and any physical impairments.

Once a child has been identified as having SEN, the SENCO will ensure joint working with staff and parents to informally begin gathering evidence and start what is known as the GRADUATED APPROACH. At this point a pupil will be placed on the SEND register at SEN Support. This process will lead to the identification of the child's primary and, if required, a secondary need. The school will put interventions in place, designed to secure better progress, where required.

Other factors may impact on the progress and attainment of a child, including:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

These factors do not necessarily mean that the pupil has SEN, but may provide part of a broader picture of the child.

THE GRADUATED APPROACH

- Before any pupil is identified as having SEN they will have been provided with high quality teaching by the Class Teacher within the classroom setting – the Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated and personalised for individual pupils, is the first step in responding to pupils who have or may have SEN.
- Additional intervention and support cannot compensate for a lack of high quality teaching.
- The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- To decide whether to make special educational provision for a pupil, the teacher and SENCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. Parents are involved in decision making as often as possible.
- For higher levels of need, the school will draw on more specialised assessments from external agencies and professionals. Where there is a complex need, referrals may be made directly or using EHATS.

The role of the SENCO requires that they hold QTS, is an experienced classroom practitioner and is essential at Monkdown Primary School; the Headteacher and Governors developed the role of the SENCO in accordance to the SEND Code of Practice to have key responsibilities of working to improve the outcomes of our children and families. These responsibilities involve:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant designated teacher where a looked after pupil has SEN

- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

SECTION 5: MANAGING PUPILS' NEEDS ON THE SEND REGISTER THROUGH THE GRADUATED APPROACH/MONITORING AND EVALUATING SEND PROVISION

SEN support takes the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This cycle is known as the graduated approach (**Assess, Plan, Do and Review**).

ASSESS:-In Assessing a child/young person the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behaviour and their peers and national data. The pupil's own views are sought. The school may call on the support of external support services. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessments are reviewed at least termly.

PLAN: - We recognise that we must notify parents if their child is being provided with SEN support despite prior involvement and communication. The teacher and SENCO agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review. We are currently developing the use of Pupil Profiles which aim to capture needs on a single page. Where pupils have a particularly complex need a more formal individual plan will be created.

DO: - The School's SENCO, K.Makin, supports the class teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching.

REVIEW: - Reviews are carried out regularly and are incorporated into pupil progress meetings and EHAT reviews. Pupils with formal individual plans are reviewed at least three times per year. A number of children have an EHCP (Education, Health and Care Plan – see information below). These must be reviewed by the local authority in partnership with the school at least annually. These reviews are arranged at school and are part of the SENCO's role. When we review we evaluate the impact and quality of the support and take into account the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the SENCO will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent and pupil. We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning next steps. In transition to another

setting information to be passed on will be shared with parents and pupils and this may involve others being present at review meetings and the SENCO attending meetings offsite to support the transition process .

Some children on the SEND Register may have more significant or complex SEND, and there may be a number of specialist services involved with the child and their family. These can include specialists from externally commissioned services directly by the school or services that are commissioned through the Local Authority Services such as Outreach, Specialist Teachers from SENISS or Educational Psychology Services. As a result of the GRADUATED APPROACH, it may be felt that when a child is still not making the expected progress towards the identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, then the school can ask for further support from the Local Authority either for High Needs Top-Up Funding or a request can be made for an Education, Health and Care (EHC) Assessment of Need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the LA issuing an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school.

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils. Where appropriate, Action Plans, Self-Evaluation Forms and the School Development Plan play a role in this process. The SENCO takes part in teacher observations taking a particular interest in the quality of teaching for pupils with SEND. Pupil voice is also collected during observations and EHAT/EHCP reviews.

Provisions across the school are monitored regularly in order to evaluate those that work and those that need adjusting. It is important to tailor provision to current needs rather than continue with interventions that may not be suitable to a current cohort.

All pupils are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer at the end of each monitoring cycle. If a teacher remains concerned about a pupil's progress after they have exited the SEN Register, they will monitor the child's progress carefully before deciding whether to place them back onto the register in partnership with the child's parents.

SECTION 6: SUPPORTING PUPILS AND FAMILIES THROUGHOUT THE GRADUATED APPROACH TO SEND

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. Our SEN Information Report is published on our website <http://monksdownprimary.co.uk/information/policies/> and available as a printed copy at our Main Reception. It is updated regularly. We also guide parents towards the LA Local Offer at <http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10> for information about wider services which can be found across Liverpool and the wider Merseyside Area. In addition to information about the personalised support we offer your child, we also provide information about:

- Our Admissions Policy, available from Main Reception or at <http://monksdownprimary.co.uk/information/policies/>
- Our links with other agencies (see SEN Information Report at <http://monksdownprimary.co.uk/information/policies/>)
- Our transition arrangements (see SEN Information Report at <http://monksdownprimary.co.uk/information/policies/>)
- We recognise that the impact of SEN support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We also value and welcome the essential information on the impact of SEN support outside school as well as the parents/carers particular knowledge of their child/young person and any changes in needs which they can provide.

In creating the School's Local offer parental consultation was crucial and parents views on this were sought, acted upon and valued. This is an ongoing process and the school encourages parents and carers to communicate openly with the school in a timely way should they have any concerns regarding their child/young person.

Where a pupil is receiving SEN Support the school endeavours to talk to parents/carers regularly to set clear outcomes and review progress towards them, discussing the activities and support that will help achieve them and identify the responsibilities of the parent, the pupil and the school.

At all stages of the SEN process the school does its best to keep parents/carers fully informed and involved as much as possible. Regular meetings are scheduled throughout the academic year to share the progress of the pupils with parents/carers and to take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education. Thorough records of outcomes, actions and support as well as contact with parents form an important part of monitoring and recording for the school. EHATs play an important role in this process and are regularly reviewed.

SECTION 7: SUPPORTING PUPILS WITH MEDICAL NEEDS

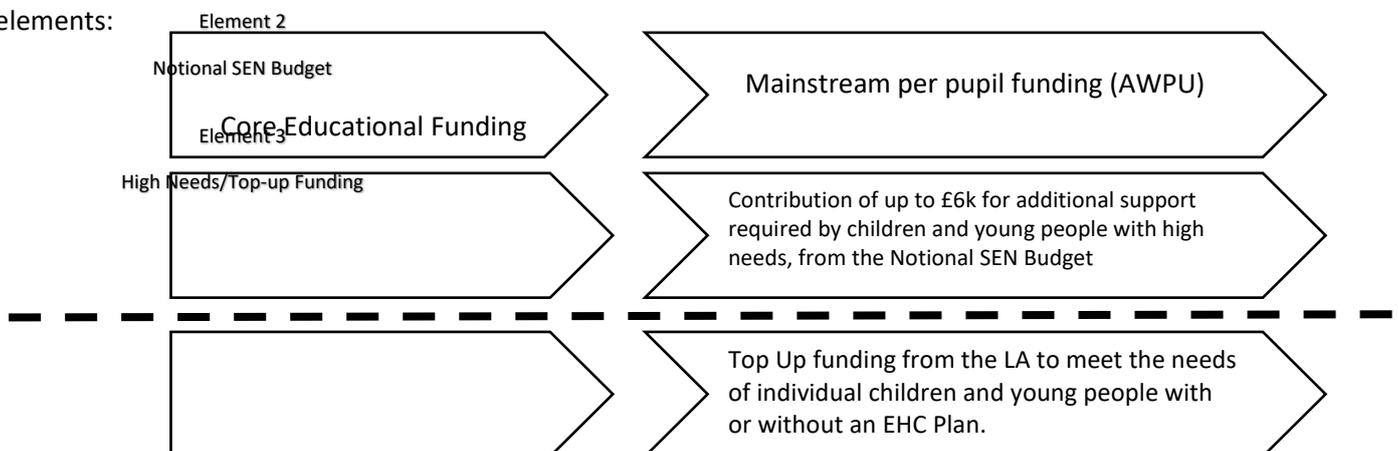
At Monksdown Primary School we recognise that children and young people at school with medical conditions should be supported effectively so that they have full access to education, including school trips and Physical Education. Some children and young people with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (January 2015) is followed. Please see our 'Supporting Pupils with Medical Needs' Policy which can be found on our website at <http://monksdownprimary.co.uk/information/policies/>

SECTION 8: RESOURCES AND TRAINING

Funding for SEND in Mainstream

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of the school have a 'notional SEN budget' which caters sufficiently for the special educational needs of the children and young people within their school. This is managed by the Head Teacher with advice for its deployment coming from the SENCO.

The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:



The money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority, different Local Authorities have their own methodology and operational guidance which our school is aware of. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support. Additional resources for individual statements and EHC plans - Element 3 can be allocated through top-up funding from the High Needs block budget. The level of top up funding for each pupil is allocated within 5 bands i.e. 1, 2, 3, 4 or 5 depending on the type and level of need of each pupil and the provision that is made available. High Needs pupils with or without statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

Workforce Development and CPD

All new staff have an Induction Programme in place. For permanent and long-term temporary staff, (including Initial Teacher Trainees) this includes a session with the SENCO that is designed to explain the systems and structures in place to support the needs of individual children and young people. The training needs of all staff are identified, a programme of professional development is in place, and all staff are encouraged to access this. The school is currently taking part in the second year of Alt Valley Consortia's MSTSA SEND Enhancement Training Days. This consists of a series of training events designed to meet the SEND related training needs identified by each school in the Consortia. This training covers various subjects including teaching pupils with SPLD, ASD and sensory impairments. School also has a service level agreement with SENISS and the Educational Psychology Service, through which we access support for pupils plus advice and training for staff. The school's SENCO regularly attends the School Improvement Liverpool's SEND Briefing in order to keep up to date with local and national issues in SEND as well as attending LA Local Area Consortia Meetings to access support and share good practice with other SENCOs and Schools.

SECTION 9: ROLES AND RESPONSIBILITIES

As previously stated within the SEND Policy we promote the responsibility of our teachers and the use of High Quality Teaching to support children and recognise how the SENCO will coordinate and monitor the quality of the support and progress children make. There are other key colleagues who have a significant impact on the progress and development of our children and young people at Monksdown Primary School and these include:

- The SEN Governor, L.Gibbons, who meets with the SENCO regularly on an informal basis and monitors the progress of pupils with SEN.
- The school employs 31 support staff. They carry out a range of roles across the school including delivery of interventions for groups and individuals and assisting teachers during lesson preparation and lessons. They work closely with the class teachers who oversee their work and plan with them. Some pupils' needs mean that they require close support for all or part of their time in school. These pupils have designated key workers.
- The school's Learning Mentor, M.Bernia.
- The school employs a counsellor, A.Lloyd, who works closely with children needing emotional support.
- The Designated Team responsible for Safeguarding: J.Price, G.Stewart, K.Makin.
- The member of staff responsible for Looked After Children, J.Bynon.

SECTION 10: STORING AND MANAGING INFORMATION

For information about how we store and manage information, please see <http://monksdownprimary.co.uk/privacy-policy/>.

SECTION 11: REVIEWING THE POLICY

We will review this Policy within our school policy review cycle. This may be brought forward at any time to reflect any Local or National recommendations or changes to policy and guidance. We involve our stakeholders in policy development and make sure the SEND Policy reflects our current working.

SECTION 12: ACCESSIBILITY

We have an Accessibility Plan which addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information sharing and communication

This plan is reviewed annually, barriers are identified, and plans put in place to remove them. The Access Plan is available from Main Reception and at <http://monksdownprimary.co.uk/information/policies/>.

Parents/carers can contact key staff by requesting an appointment at our Main Reception or by contacting the school by telephone on 0151 226 1606.

SECTION 13: OTHER POLICIES RELATING TO SEND

SEND is a whole school responsibility and is referenced in a number of other school policies, all available from our Main Reception or at <http://monksdownprimary.co.uk/information/policies/> . These include:

- Equality Opportunity Policy
- Equality and Diversity Policy
- Access Plan
- Admissions Policy
- Teaching and Learning Policy
- SEN information on the school website (SEN Information Report)
- Supporting Pupils with Medical Needs Policy
- Safeguarding Policy
- Behaviour Management Policy
- Inclusion Policy

SECTION 14: DEALING WITH COMPLAINTS

Complaints are dealt with as quickly and efficiently as possible. Please see the school's Complaints Policy, available from our Main Reception and at <http://monksdownprimary.co.uk/information/policies/> .

COMPLIANCE

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 (January 2015) and should be read in conjunction with the following guidance, information and policies that:

- Special Educational Needs and Disability Regulations 2014
- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 0-25 years (January 2015)
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012

Authored by – K.Makin