



Monksdown Primary School

Policy for Special Educational Needs and Disabilities (SEND)

INTRODUCTION

- The school's SENCo is Miss K Makin, and the school's Associate SENCo is Mrs C. Perkins.
- email: senco@monksdownprimary.co.uk Telephone: 0151 226 1606
- Miss K Makin has been a SENCo for over 20 years and, as such, is exempt from the National SENCo Award and is a member of the Senior Leadership team (SLT).
- Mrs Perkins is an experienced SENCo and completed the National Award for SEN in June 2018.
- The Headteacher, Mrs J Price works closely alongside the SENCo team to ensure reasonable adjustments are made to the curriculum, teaching and learning for all children, including those with Special Educational Needs and/or Disability (SEND)

This policy explains how Monksdown Primary School makes provision for pupils with SEND, in line with the school ethos and with current legislative requirements (SEND Code of Practice 2015, Equality Act 2010)

Definition of Special Educational Needs and Disabilities.

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.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age;
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Parents requiring further information about the provision for SEND in the school should, in the first instance, talk to their child's class teacher or contact the Special Educational Needs Coordinator (SENCo).

The SEN Information Report and School's Contribution to the Local Offer provides much greater detail on the context of the school and the provision for children with SEND and should be read in conjunction with this policy. **The Special Educational Needs Information Report and School's Contribution to the Local Offer is available from the school office and the school's website:**

monksdownprimary.co.uk/

Monksdown Primary School is a mainstream school. We believe that every teacher is a teacher of every child or young person, including those with SEND. If children are not able to 'learn the way we teach' then we must 'teach the way they learn'. Good practice for pupils with special educational needs is good practice for all.

Our School Moto is 'Where Children Come First...'

POLICY AIMS

- Our school community aims to provide an education that develops all children to their full potential within a safe, happy and creative environment. We believe that people learn best in different ways. At our school, we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.
- We aim to maintain an ethos that encourages curiosity, a life-long enthusiasm for learning and fosters mutual respect for people of all faiths and cultures. Each child is encouraged to be the best version of themselves.
- We are committed to meeting the special educational needs of pupils and ensuring that they make good progress and reach their full potential. This is achieved through targeted and focused provision with maximum impact, building confidence and self-esteem. We aim to raise the aspirations of and expectations for all pupils with additional or special educational needs.
- This policy aims to provide full access to the National Curriculum and to encourage success and participation for all pupils, whatever their level of ability.
- Continually raise the aspirations of and expectations for all children with SEND. Our school provides a focus on outcomes for children and young people.
- Create an inclusive environment that recognises all needs of children with SEND and provides a broad and fulfilling educational experience which prepares each individual for transition to Secondary School.

POLICY OBJECTIVES

In order to achieve these aims, we will:

- Use our best endeavours to make sure that a child with SEND gets the support they need;
- Ensure that students with SEND engage in activities alongside those children who do not have SEND;
- Operate a "whole a child, whole school" approach to the management and provision of support for SEND;
- Identify children with SEN as early as possible and to make appropriate intervention through using appropriate teaching methods;
- Identify children of all ability who are underachieving, act upon this and support children to make optimum progress;

- Provide a Special Educational Needs Co-ordinator (SENCo) who will work within the SEND Policy;
- Provide support and advice for all staff working with special educational needs children;
- Develop partnerships with parents/carers in the education of their child and involve parents/carers and children in the review process;
- Produce an annual SEN Information Report.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

At Monksdown Primary School, the identification of SEN is built into the overall approach to monitoring the progress and development of all pupils through the school's Policy on Teaching and Learning;

It is really important that in school we identify children who experience difficulties accessing learning and general school life opportunities early. This is achieved through continual use of classroom observations and assessments of all children and is known as 'The Graduated Approach'. Progress is tracked on a half termly basis and where appropriate, more frequently than this. Class teachers initially discuss concerns with the SLT (Senior Leadership Team) at Pupil Progress meetings prior to a discussion with the SENCo. If further action is deemed necessary, parents are informed immediately. All criteria for defining Special Educational Needs are in accordance with Liverpool Education Authority policy.

Despite appropriate, good quality teaching, intervention and differentiated learning experiences, taking into account the child's age and stage of development triggers for identification of a Special Educational Need could be:

- Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need;
- Working continues at levels significantly below those expected for a child of a similar age in certain areas of the Early Years Foundation Stage or in literacy and mathematics skills resulting in poor attainment in some framework or curriculum areas;
- Communication or interaction difficulties which create barriers to learning and specific interventions are needed;
- Social, emotional or mental health problems which are not improved by the techniques normally employed in the nurturing environment of the school;
- Sensory or physical problems create barriers to progress despite the provision of personal aids or specialist equipment.

If, following additional support, a child continues to experience difficulties, the school may, with parental permission, seek the advice of external agencies commissioned directly by school or services commissioned through Local Authority Services such as Outreach, Educational Psychologist, or a Specialist Teacher from SENISS. Some children may receive support from our National Health Service (NHS) colleagues e.g. Speech Therapy, Occupational Therapy, Child & Adolescent Mental Health Services etc. Any plans shared with the school by these agencies are carried out by staff within school in liaison with the appropriate agency.

Factors which are NOT SEN but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly. These may include:

- A disability under the Equality Act 2010 - all reasonable adjustments will be made in order that they can access the full curriculum.
- Attendance and Punctuality

- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Funding
- Being a Child Looked After (CLA)
- Being a child of Serviceman/woman

Persistent disruptive or withdrawn behaviour does not necessarily mean that a child has SEN. Any concerns over a child's behaviour will be investigated on the premise that the behaviour is an underlying response to a need. This may be a learning difficulty or another factor, as noted above. School staff will endeavour to recognise and quickly identify the reasons for the behaviour and take all reasonable steps to address the root cause.

THE GRADUATED APPROACH TO SEN SUPPORT: Assess - Plan - Do - Review

The key principles:

- All class 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. All children are included in all lessons through an ethos of Quality First Teaching which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2012);
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. However, despite this, some children need additional help to make progress in their learning;
- Additional intervention and support cannot compensate for a lack of good quality teaching;
- Pupils are only identified as SEN if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention;
- Pupils who join school (either from an Early Years setting or another Primary School) with an already identified SEND will be catered for in the same way as those identified by this school;

When planning work for children with special educational needs, teachers give due regard to information and targets contained in the children's Individual Education Plans (IEPs), Personalised Provision Plans (PPPs) and/or Pupil Profiles. Additionally, teachers modify teaching and learning as appropriate for children with disabilities.

	What	Who	How
ASSESS 	Initial Concern	Parents / School	Professional Dialogue, Discussions with Parents, Learning Walks Pupil Progress Meetings
	Classroom adaptations and/or targeted support in class	Class teacher Teaching Assistants	Examples may include: Classroom Positioning Organisations Aids Coloured Overlays Focus Group with CT/TA
	Targeted and time-limited small group interventions	Teaching Assistants under the direction of the Class Teacher	Usually in withdrawal for limited periods Extra Provision is Recorded – this is known as 'Provision Mapping'
	Further information gathered	Parents / pupil / colleagues / SENCo	Professional Dialogue Discussions with Parents
	Possible further adaptations and/or additional targeted support in class	Class teacher Teaching Assistants SENCo / Inclusion Lead	
	Observation and or additional assessments	SENCo	Examples may include: YARC and/or WRIT, BPVS etc

This process is followed to ensure that any another reason for slower than expected progress has been thoroughly investigated.

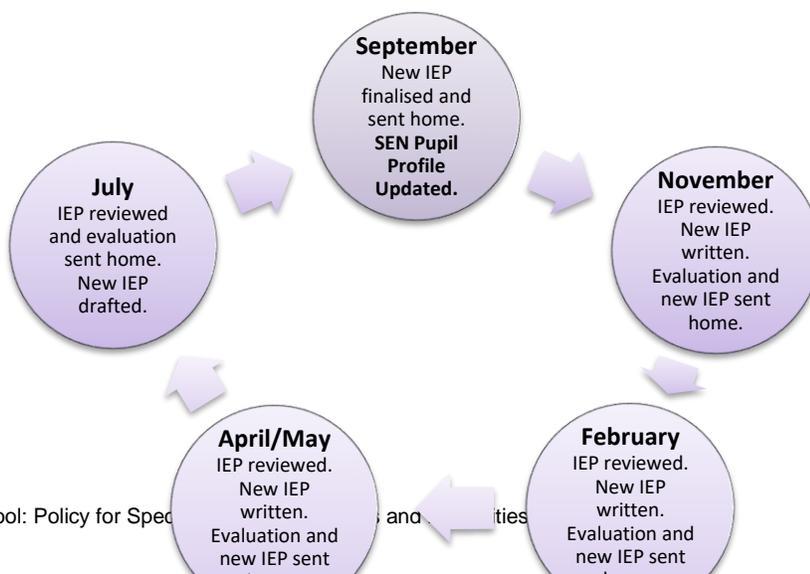
	What	Who	Notes
PLAN	Parents informed of intention to make additional provision	Class Teacher	Meeting if possible Telephone call
	Pupil added to SEN register	SENCo	
	SEN Pupil Profile created	Class teacher / Parents / SENCo / Pupil	This is an overview of a pupil's additional needs
	Individual Education Plan (IEP) written (usually*) with 1, 2 or 3 Specific, Measurable, Attainable, Realistic, Timed (SMART) targets OR Personalised Provision Plan (PPP) for higher needs children.	Class teacher with support from SENCo.	Parents are involved throughout the IEP/PPP process. They are encouraged to help pupils to meet their targets and are kept informed when targets are met and/or adjusted.

* For some children with additional needs, an IEP may not be necessary. This will be decided when the SEN Pupil Profile is written.

	What	Who	When
DO	1:1 teaching towards IEP targets or Delivery of Personalise Curriculum through PPP.	IEPs delivered by TA, supervised by Class Teacher. PPP – all staff	Little and often, as specified on the IEP or PPP delivered throughout the day.
	Progress towards IEP targets monitored.	TA, supervised by Class Teacher. Pupils are involved in this process	Weekly (Through the Weekly Monitoring Sheet). Checked by CT every 2-3 weeks.
	Revision of IEP targets. Revision of PPP.	Class Teacher	As and when necessary (when targets met or adjusted).
	Teachers and/or Teaching Assistants access Continuing Professional Development courses to enhance their understanding of a specific difficulty relating to a child in their class.	Class Teachers (Need identified by CT, SENCo and/or Senior Leadership).	When appropriate

	What	Who	Notes
REVIEW	Full review of IEP 4 times per year (See below). PPP reviewed on a regular basis, as agreed at time of writing.	Class teacher (informed by weekly monitoring).	Evaluations of IEPs sent home to parents. Evaluation of PPP shared with parents.
	SEN Pupil Profile updated annually	Class teacher / Parents / SENCo / Pupil	Significant changes mid-year will also result in an update.

The IEP Cycle



At any point in the Review Process, there are several possible outcomes:

	Outcome	Next Steps	Notes
OUTCOMES OF REVIEW	Progress is accelerated and provision needed to maintain this is commensurate with peers	Needs can now be met through classroom differentiation, adaptations and/ or intervention Removed from SEN register	Professional dialogue between teachers and SENCo and/or consideration at Pupil Progress Meetings before decision to remove from SEN register is made. Evaluation shared and parents informed.
	Progress is good but additional provision needs to continue	New IEP/PPP written Continue with cycle to next review	Evaluation and new IEP/PPP shared with parents
	Progress remains slow/inadequate despite the use of evidence based approached and well-matched interventions.	With the permission of parents, school will refer the pupil for specialised assessments and advice from external agencies and professionals.	Where a pupil has a pre-existing recognised difficulty (for example: speech and language difficulty or autistic spectrum condition), the expertise of external agencies and professionals may, with parental permission, be sought at an earlier stage.
	Despite the school having taken the relevant action to identify, assess and meet the needs of a pupil (as above), the pupil has not made expected progress	The school is unable to fully meet the needs of the pupil through its own provision arrangements*. School and parents/carers should consider applying for an EHCP.	Education, Health and Care plans (EHCP)

PROVISION AND PROVISION MAPPING

The provision which the school makes is fully detailed in the school's Special Educational Needs Information Report and School's Contribution to the Local Offer which is available from the school office or on the website: monksdownprimary.co.uk/

- Provision for any child an existing EHCP will be in accordance with their EHCP.
- Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the SENCo. The cost of all such provision is calculated based on the pro-rata cost of the allocated time for the member of staff delivering the provision (for internally sourced provision) or on actual billed costs (for external providers or specialist resources purchased). Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team and SENCo to ensure that the effectiveness and efficiency of provision is maximised.
- Children will have access to this provision on an evidenced-needs basis and we will endeavour to ensure all children's needs are fully met. However, occasionally we may identify that we are unable to fully meet the needs of a child through our own provision arrangements. In these circumstances, an assessment of the unmet needs would be carried out through the Early Help Assessment Tool (EHAT) for children and young people which would involve parents, child and all agencies involved in the child's care. More

information on this can be found on Liverpool City Council website:
<https://ehd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=BgW2Z1nz7Bc>

As a result of the EHAT process, parents and a multi-agency team may decide that school should apply for further support from the Local Authority either for High Needs Top-up Funding or for a Statutory Integrated Assessment of a child's needs which may result in an Education, Health and Care Plan (EHCP) being agreed and developed. Further information on this process may be found at

<https://ehd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localofferchannel=3>

SUPPORTING PUPILS AND FAMILIES

- The Local Authority's Local Offer (Regulation 53, Part 4) may be found at <https://ehd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localofferchannel=0&localofferchannel=0> This links back to the school's SEN Information Report and school's contribution to the Local Offer, which details how the school works with and supports families of children with SEND. It also details other arrangements such as access to Statutory Assessment Tests (SATs) and transition to high schools;
- Parents and carers are valued and their contribution in terms of identification and support for pupils with SEN is fully recognised. Parents/carers are always welcome to discuss any matter relating to their child's progress. The arrangements to keep parents informed about matters relating to SEND (as described in this policy), are additional to the standard methods of reporting and consulting available to all parents;
- The school's statutory SEN Information Report (Regulation 51, Part 3, section 69(3)(a) of the Act) is available on the school website;
- To support families and children, we will continue to update the information in the SEND section of our website and include links to other agencies;
- Children with special educational needs will be admitted to school in line with the school's admissions policy. The school is aware of the statutory requirements with regard to SEND and will meet these requirements. The school will use induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs or a disability. If the school is alerted to the fact that a child may have SEND, we will endeavour to collect all relevant information and plan a relevant differentiated curriculum.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- The school recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010;
- Children who have medical needs may require intervention and support from staff in school and will have a Care Plan written for them, in liaison with the Health Service and parents. This ensures a safe, agreed set of principles and procedures to ensure the child's needs are fully met and all health and safety arrangements have been addressed. Consent and medical information are kept at the front of the class SEN file.
- Some pupils may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed. Provision will be made for these pupils in accordance with their EHCP.
- The school's policy for supporting pupils with medical conditions can be obtained from the school office or on our website at <https://monksdownprimary.co.uk/home/about-us/policies/>

CHILDREN LOOKED AFTER (CLA) BY THE LOCAL AUTHORITY

- Pupils who are being looked after by the local authority may require intervention and support from staff in school and will have a Care Plan written for them, in liaison with the Social Services.

MONITORING AND EVALUATION OF SEND

- The SENCo reports annually on the efficient and effective use of resources for children identified as having SEND through evaluation of the SEN Information Report;
- The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Approach section (above);
- For pupils with an Education, Health and Care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice;
- The SENCo collects and analyses tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc) to inform the evaluation of the effectiveness of the provision;
- The SENCo liaises with the SEN Governor once per term and the SENCo produces a report on the quality and effectiveness of SEND provision;
- As part of the School Development Plan, the SENCo produces an annual action plan and updates progress against this on a termly basis.

TRAINING AND RESOURCES

- The overall level of funding (the Notional Budget) for SEN is delegated to the school by the Local Authority (LA) and is identified in the school budget statement. This amount is not ring-fenced;
- The responsibility for determining the amount of resource for SEN lies with the school Governors who will seek advice from the Headteacher and SENCo;
- The resources for SEND are used to provide teaching assistants, specific training on SEND and specialist resources. The costs of the SENCo are met from the main school budget;
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teaching staff and teaching assistants will be provided with general or specific training on meeting the needs of SEND within their classroom. The SENCo is aware of relevant courses within the local area relating to SEND. All staff to have access to this information and the SENCo advises as necessary;
- Whole school training on SEND is arranged, as appropriate and teaching assistants are invited. This may be delivered by the SENCo or by specialist services working with particular pupils;
- There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND;
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils;
- The school's SENCo regularly attends Liverpool's School Improvement SEND Briefings and Local Authority Area Consortia meetings in order to keep up to date with local/national

updates in SEND and access support and share good practice with other SENCOs and schools;

- All new staff have an induction programme. Permanent and long-term temporary staff will have a session with the SENCO who will explain the systems and structures in place to support the needs of children with SEND;
- Alt Valley Consortia.

ROLES AND RESPONSIBILITIES

- The Governors must have regard for the Code of Practice (Children and Families Act 2014, part 3) when carrying out their duties towards all students with SEND;
- The Governors and Headteacher are responsible for the school's policy and approach to meeting students' special educational needs and disabilities;
- The Headteacher is the school's "responsible person" and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed of the special educational needs provision made by the school;
- The SENCO is responsible for keeping a register of pupils with SEND and updating this; supporting teachers in writing Individual Education Plans (IEPs) or Personalised Provision Plans (PPPs) and assessing pupil progress; purchasing and organising resources; liaising with external agencies; making referrals; ensuring that appropriate records are kept; supporting the transition of pupils with SEND into the school and into high school; liaising with the SEN Governor and preparing appropriate reports; liaising with non-teaching staff in relation to SEN;
- Teaching Assistants are a valuable part of the support for students with SEND. They work under the direction of the class teacher to deliver targeted 1:1 teaching, as detailed in a child's IEP and focused in-class support whilst encouraging independence;

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, Mr Reynolds meets with the SENCO regularly on an informal basis and monitors the progress of pupils with SEN.
- The school employs approximately 30 support staff. They carry out a range of roles across the school including delivery of interventions for groups/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 Mentors are Ms Bernia, Ms Swanson and Ms Butland, and the school's Nurture staff are Ms Dugdale and Ms Wright.
- The Designated Team responsible for Safeguarding: Mrs Price, Mrs Stewart, Miss Makin.
- The member of staff responsible for Looked After Children: Mr Allen.

STORING AND MANAGING INFORMATION

- Documents relating to children with SEND are stored in a locked cupboard in school, on an encrypted electronic storage device, the online Microsoft SharePoint/OneDrive and CPOMs systems, as appropriate. Some documents, such as IEPs/PPPs are held on the school's server in an area which can only be accessed by teachers. Records relating to children who have left are passed to the new school as soon as is practical.
- Please refer to GDPR Statement.

REVIEWING THE POLICY

- This policy will be reviewed on an annual basis. The process of review will involve the SENCo, the SEND Governor, the Chair of Governors and the Headteacher. Review of the policy will take into account:
 - The progress made by children with SEND at the school;
 - The success of the school at including children with SEND;
 - Any recommendations from Ofsted or the LA about improving practice;
 - Any factual changes, such as names of personnel.

ACCESSIBILITY

- The school's accessibility plan is available from the school office;
- Further detail on the school's accessibility (including curriculum, written and physical accessibility) can be found in the SEN Information Report and School's Contribution to the Local Offer;
- School likes to have open dialogue with parents both informally and formally. Parents can contact the school office (0151 226 1606) to arrange an appointment to see a member of staff. Appointments with the SENCo can be made by ringing 0151 226 1606 extension 3.

DEALING WITH COMPLAINTS

- If a parent of a pupil with SEND is concerned about the provision that school is making for their child, they should, in the first instance, refer the matter to the child's class teacher and/or the SENCo.
- Should further action be deemed necessary, a parent should refer to our school's Complaints Policy. We aim to deal with any complaints at the earliest opportunity but within 20 days at the latest (In accordance with the Complaints Policy).

BULLYING

- The school Behaviour Policy is available from the website or the school office.
- Further details about how the school keeps children with SEND safe can be found in the SEN Information Report and School's Contribution to the Local Offer on our web-site.

Signed: ...*Jacquie Price* ... (Headteacher) Next Review Due: April 2023

Signed: ...*Martin Reynolds* (Chair of Governors)

Date: April 2022

Appendix

List of personnel involved in SEND issues

NAME	POSITION
Mrs J Price	Headteacher
Mrs G Stewart	Deputy Headteacher
Miss K Makin	SENCo
Mrs C Perkins	Associate SENCo
Ms M Bernia / Ms M Swanson / Ms S Butland	Learning Mentors
Ms J Dugdale and Ms J Wright	Nurture Staff
Mr M Reynolds & Jane Moores	Chair of Governors and SEN Governor
Mrs G Stewart	Assessment Coordinator
Miss K Makin (Mrs Perkins in her absence)	Managing Medical Needs Responsibility
Mrs J Price	Designated Teacher with Specific Safeguarding Responsibility
Mr M Allen / Mrs Lawrenson	Managing PPG/CLA funding Responsibility & young carers.