



SEND POLICY

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Ratified by Governors:

Signed: _____
Chair of Governors

Special Educational Needs and Disability Policy

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Introduction

At Mayespark Primary School we recognise that our pupils have a variety of needs and aspirations. We are committed to the inclusion of all pupils in a broad and balanced curriculum, made accessible through differentiated activities. All children require specific support in their learning and we will ensure that effective intervention and differentiation are trialled first to support children's achievement. However, the needs of a significant minority of the children require consideration beyond that given to other pupils (a special educational need or disability or SEND). Government Legislation dictates the framework within which the school operates (the Special Educational Needs Code of Practice 2015, the SEN and Disability Act 2015), and further guidance is provided by both the Government and Local Authority.

Additional Resource Provision

In September 2020 we opened our Additional Resource Provision (ARP) which caters for children with Autism who are in Year 1 to Year 6. The children in the ARP have access to small group intervention such as, 'Attention Autism' sessions, sensory room sessions, individual Speech and Language therapy, Occupational Therapy and Physiotherapy. The staff work on the outcomes of the children's Educational Health Care plans (EHCP) as well as developing their skills to integrate into the mainstream classroom. The children who attend the ARP are fully included in all aspects of school life with an expectation that they spend at least 25% of the time in an allocated class.

Aims

- To ensure that all pupils have access to a broad and balanced curriculum through quality first teaching
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To ensure that SEND pupils take as full a part as possible in all school activities and after school clubs where possible
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment and are involved in the planning of provisions
- To ensure that SEND pupils and parents are involved, where practicable, in decisions affecting their future SEND provision
- To ensure that SEND pupils achieve their full potential at school.
- To promote independent learning.

We recognise that many pupils will have special educational needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties. 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 special educational needs or disability (SEND)

A pupil has SEND where their learning difficulties or disability cause for special educational provision, namely provision different from or additional to that normally available to pupils of the same age (SEND CoP 2015 – 6.15).

Special education provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area
- For a child under two, educational provision of any kind (1993 Education Act, section 156)
- Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. Mayespark Primary School will have due regard

for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs and ensure that parents are notified when SEND provision is being made for their child.

- The school removes the barriers to learning: this support should be part of a four-part cycle in which decisions and actions should be revisited, refined and with an understanding of the pupils' needs and support. (SEND CoP 2015- 6.44)

Admissions

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, in that

'All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and fulfilment of potential.

This should enable them to:

- ***achieve their best***
- ***become confident individuals living fulfilling lives, and***
- ***make successful transitions into adulthood, whether into employment, further or higher education or training.'*** (SEND CoP- 2015 6.1)

Teaching and Learning

Teaching SEND pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, quality first teaching, and assessing, considering the differences in pupils' abilities, aptitudes and interests. Some pupils may need increased levels of provision and support.

We believe in early identification of our SEND pupils. We aim to achieve this through careful tracking of achievement and regular Pupil Progress meetings held between teachers and the Senior Leadership Team. Concerns are then shared with the Inclusion Leader and SENDCo who plan in necessary provisions and interventions for the identified pupils' needs.

The class teacher remains responsible for working with and devising programmes of work for children with additional needs.

At Mayespark Primary School we follow the SEND Code of Practice (2015) and this advocates a graduated response to meeting pupils' needs.

For information regarding academic assessment of pupils please see the Assessment policy.

Children identified as having SEND

At Mayespark Primary School we regularly assess each pupil in all areas of the curriculum to track the progress of the children. A pupil is identified as SEND when they are making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- is slightly 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.

This can also include attainment in other areas for example where the child may need to develop their social needs, emotional and mental health and well-being in order to make a successful transition to adult life. (SEND CoP- 2015 6.17)

SEND support

SEND support is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a pupil at this level will be made by the Inclusion Leader after full consultation with parents at an Individual Educational Plan (IEP) review undertaken within School Action.

SEND support intervention 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 National Curriculum age related expectations considerably lower than expected for a child of 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, 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 barriers to learning.

External support services will require access to pupils' 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 IEP will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher; parents are involved in decisions and discussions.

Individual Education Plans (IEPs)

Strategies for pupils' progress will be recorded in an IEP containing information on:

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

The IEP 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 identified in their EHC plans. The IEPs will be discussed with the pupil and the parent.

IEPs are reviewed termly with parents and school staff and in some cases with the educational psychologist and outreach support services.

Emotional Well-Being Support Plans

Strategies for effective behaviour management for individual children will be recorded on a learning passport containing information on:

- who the child is
- what they need help with
- effective strategies
- any necessary resources

This plan will be produced alongside pupil, parents and teachers and supported by the Inclusion team. Regular reviews will take place to review the strategies are effective and to reflect any changes that need to be made as the child develops.

Possible interventions for supporting SEND children

The Inclusion team, Phase Leaders and Year Group Leaders 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:

- high quality teaching differentiated for individual pupils.
- 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 LA support services for advice on strategies, equipment, or staff training

- art therapy once a week.
- skills development for focused interventions.

Request for Statutory Assessment – Education Health Care Plan (EHC Plan)

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within the school, 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 to meeting the needs of the child through support and provisions.
- the pupil's IEPs
- records and outcomes of regular reviews undertaken
- information on the pupil's health and relevant medical history
- age related expectations
- evidence of strategies and support given
- English and mathematics attainment
- 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

An EHC Plan 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 EHC Plan.

Education Health Care Plan (EHC Plan)

An EHC Plan will include the pupil's, parents' and professionals' views and advice and details of learning objectives for the child. These are used to develop targets that are:

- matched to the longer-term objectives set in the EHC Plan
- established through parental/pupil consultation
- set out in an IEP
- implemented in the classroom
- delivered by the class teacher with appropriate additional support where specified
- the school will provide an annual report for the parent.

Reviews of EHC Plans

EHC Plans must be reviewed annually. The SENDCo will organise these reviews and invite:

- the child's parent
- the child if appropriate
- educational psychologist (if relevant)
- speech and Language Therapist (if relevant)
- outreach support services (if relevant)
- specialist teacher (if relevant)
- the relevant teacher
- learning support assistants
- health professionals (if relevant)
- the school's local authority EHCP co-ordinator (if relevant)

The aim of the review will be to:

- assess the pupil's progress in relation to the IEP targets
- review the provision made for the pupil in the context of the National Curriculum expectations in basic literacy/numeracy and life skills
- evaluate the impact of interventions and the support in place.

- consider the appropriateness of the existing wording of the EHC Plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- set new targets for the coming year

The SENDCo will invite secondary school Inclusion Leader colleagues to discuss the needs of children moving into Year 7 from Year 6. Year 6 reviews will take place in the summer term in order to support this transition. Year 5 reviews will indicate the provision required in secondary school and will take place in the summer term between April and June in order to update the strengths and needs and support the phase transfer process.

Emergency annual reviews are typically held under specific circumstances that require immediate attention or an unexpected change in behaviour or needs. These can be requested by contacting the SENDCo.

Funding

The school receives funding from the LA for Special Needs within the general school budget as an amount for non-EHC Plan pupils with SEND (referred to as devolved funding) and in individual amounts for children with an EHC Plan for SEND above a specific threshold. The funding is used to provide the support from learning support assistants and/or teaching staff other than the class teacher, to provide materials and resources to use for SEND, to provide cover to enable review meetings to take place and to provide administrative salary costs. Funds received for an EHC Plan child will be allocated to provision for that child within the terms of their EHC Plan, although where provision for a number of children can be usefully combined, this will happen, in accordance with LA advice.

Evaluating the success of our SEND policy

In evaluating the success of this policy, the school will consider the views of:

- teachers
- parents
- pupils
- external professionals

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured. Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- consideration of each pupil's success in meeting IEP targets
- formative assessment
- evidence generated from IEP review meetings
- parents view

The provision for SEND within the school will be monitored by the Inclusion Team consultation with the Headteacher and Governing Body.

Staff Development

Staff are encouraged to maintain and improve their knowledge and expertise in relation to SEND. Requests for training opportunities will be prioritised in discussion between the member of staff concerned, the Inclusion Leader, SENDCo, the Assistant headteacher (responsible for CPD) and Headteacher. The priorities within the school improvement plan will be considered. Training will be provided internally through peer and external agencies.

The role of the Inclusion Leader and SENDCo

The Inclusion Leader and SENDCo play 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
- co-ordinating the provision for pupils with SEND
- liaising with and giving advice to teachers
- managing Learning Support Assistants
- overseeing pupils' records

- liaising with the parents
- contributing to INSET to ensure staff are confident in the provisions for the children with SEND
- liaising with external support services who assist 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:

- Educational Psychologists
- Medical officers
- Speech and Language Therapists
- Occupational Therapists
- Specialist advisory teachers (SEYAS or SEATSS)
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Other health professionals

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

- The children's centre with the aim of providing continuity between home and school
- The local authority
- Specialist Services
- Education Welfare service
- Social Services
- Health Visitors

SEND Policy Review

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