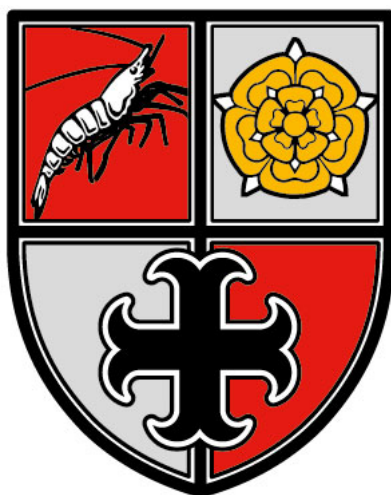


Marshside Primary School



SEND Policy

October 2018

Date Adopted by the Governing Body:

A.O. 2.10.18. FGB 10.10.18

Review Date:

October 2020

Chair: Andy Brown

Headteacher: Katharine Hall

Our Mission

Marshside Primary School is a partnership of **children, parents, staff and governors**. All those involved with Marshside Primary School aim to provide every child with opportunities to acquire the skills to enable them to learn the things they need for a life time. All children are encouraged to be creative, enthusiastic and risk taking in their learning. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their need or disability.

Together we aim to:

- Create a happy and secure community in which children can thrive and grow in confidence;
- Provide a broad, balanced and relevant curriculum, which helps all children fulfil their potential;
- Teach children to respect both themselves and others and to care for their environment.

Equal opportunities

Marshside Primary School promotes disability equality and has a due regard to:

- eliminate discrimination and harassment related to a disability;
- promote equality of opportunity between disabled people and other people;
- encourage participation by disabled people in public life;
- promote positive attitudes towards disabled people;
- make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers
- This duty is anticipatory; adjustments must be planned and put in place in advance, to prevent disadvantage.

(The Equality Act 2010)

School Contacts

The SEND Link Governor is: Wendy Cheetham

The SENCo is: Emma Brindle

The Parent Support Advisor is: Lynne Trail

Introduction

The Department for Education (DfE) published a new Special Educational Needs and Disability (SEND) Code of Practice in September 2014. The new code reflects the changes introduced by the Children and Families Act 2014.

Special Educational Needs (SEN) Definition from SEN Code of Practice (p15):

- 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

This policy outlines Marshside Primaries' expectations for the provision of special educational needs and disability in our school. It is a statutory requirement that every school outlines their personalised Special Education Needs and Disability Procedure in their Local Authority report (local offer) to accompany this policy.

Specific responsibilities include:

Policy Determination	Governing Body and Headteacher
Establishment of appropriate staffing	Governing Body and Headteacher
Monitoring work on SEND and holding staff accountable for the progress of SEND pupils	SEN Link Governor
Day to day management and operation	SENCo
Identification of need and planning for individual support	Class teachers
Reporting on policy	Governing Body

Content

1. Aims
2. Objectives
3. Admissions
4. Roles and Responsibilities
5. Identification of SEND
6. Referral for an Education, Health and Care Plan
7. Allocation of Resources
8. Role of the Governing Body

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*

Objectives

- All of our pupils have an entitlement to receive quality first teaching so that all pupils make good progress and realise their full potential;
- Our school will offer a rich and varied curriculum that will be accessible to all abilities and needs;
- We will work in partnership with parents, carers and children and young people in developing those abilities and meeting every child's needs;
- To identify pupils with a special educational need or disability as early as possible and ensure their needs are met/supported;
- To make sure all teachers and other adults are able to meet the needs of all pupils by providing relevant and up-to-date training;
- Reasonable adjustments will be made to support any pupil with a protected characteristic so they are able to realise their full potential.
- Work with and in support of outside agencies, when the child's needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS.

Admissions

Please refer to the information contained on our school website, under Key info: Admissions.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Roles and Responsibilities

The Senior Leadership Team will:

- Have regard to the Special Educational Need and Disabilities (SEND) 2014 Code of Practice in school planning;
- Determine the use of financial resources, staffing levels and staff deployment;
- Ensure staff development, in-service planning for Governors, teachers and teaching assistants;
- Monitor data analysis, in particular against performance management targets and report back to Governors;
- Ensure that the SENCo is a trained teacher and is a member of the senior leadership team

The SENCo will:

- Ensure a consistent whole school approach to special needs and disability
- Ensure parents, carers and young people are fully involved in the decision making process about their child's education;
- Monitor the quality of teaching, impact of interventions and standards of pupils' achievements;
- Support all staff in the identification, assessment, planning and evaluation process;
- Maintain the upkeep of an appropriate special educational needs register and review when necessary (updated and shared with staff and Governors at least termly);
- Review the school's information report which outlines the support and provision available for pupils identified with special educational needs or disability;
- Seek advice and support from other agencies;
- Map out interventions to include their impact on standards and the cost of each intervention;
- Attend relevant training and Local Authority meetings

Teachers will:

- Take responsibility for the needs of all the pupils. “A teacher is a teacher of all pupils”;
- Be responsible for initial identification, assessment, planning and evaluation to meet individual needs;
- Plan and differentiate learning to meet the needs of all pupils;
- Plan for relevant and purposeful intervention to address specific learning needs;
- Evaluate and review the impact of interventions for pupils in their class;
- Meet termly with senior leaders to monitor the progress of pupils with a special educational need or disability and act upon the findings to close the gaps in learning;
- Lead termly reviews of progress including consulting and planning with parents;
- Meet with parents to address concerns and update parents as necessary
- Create and update pupil Sen Profiles to ensure accurate and relevant information is shared with all professionals involved

Parents and Carers will:

- Communicate regularly with the child’s teacher;
- Fulfil their obligations under home-school agreements which sets out expectations
- Take heed of the schools’ information report and policies which outline the support available within school.

Identification of SEND

When considering whether a pupil has special educational needs any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted
- Shows signs of difficulty in developing English or Maths skills which result in poor attainment in some curriculum areas;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment and intervention;
- Has social communication difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum and purposeful intervention;

- Has social, emotional or mental health difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

As a school we follow a graduated approach to identifying the needs of children with SEND:

Graduated Approach			
→			
Monitoring	SEN Support	High Needs Funding	EHCP Application
A pupil who has failed to make progress over two terms will be more closely monitored.	Despite high quality teaching: <ul style="list-style-type: none"> • The pupil is failing to make progress similar to that of their peers; • Progress is lower than made previously; • The attainment gap is not closing between the child and their peers. 	When a child continues to make little or no progress despite extensive support and input from external specialists additional funding will be applied for from the Local Authority in order to put in place a higher level of support.	A child continues to make little or no progress despite advice and support from specialists. Taking advice from the local authority and from specialists the decision is made to refer to the LA for a statutory assessment (parents can apply to the LA for an assessment).
Assessment and Next Steps			
→			
Additional in class support and targeted teaching will be put in place. Additional intervention may be put in place	Class teacher and SENCo should assess whether the child has a significant learning difficulty. The views of parents and child should be considered. Support will be reviewed termly. In some cases outside professionals may become involved.	School will involve a specialist when a child continues to make little or no progress over a sustained period. Parents should be involved at every opportunity, particularly when involving specialists.	A request is made to the local authority for an assessment to take place.

Referral for an Education, Health and Care Plan

The majority of children and young people with SEND will have their needs met within a mainstream setting. A local authority must conduct an assessment of education, health and social care and prepare a plan when it considers it necessary, this is likely where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available.

EHC plans must:

- Be focused on the outcomes the child or young person seek to achieve across education, health and care;
- Set out how services will work together to meet the child's or young person's needs;
- Be based on a coordinated assessment and planning process which puts the child and young person and their parents at the centre of decision making

Allocation of Resources

If a child's needs deem SEN support, the school will meet those needs to a maximum of £6,000, beyond which, if the need is greater, the school will apply for additional funding support. This additional funding is provided by the local authority, through individual applications made by the School to a multi-agency panel. The Local Authority will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENCo, senior leadership team and governing body to agree how the allocation of resources is used.

Role of the Governing Body

- Appoint a Governor to support and challenge provision and impact of provision for SEND pupils, particularly those pupils eligible for pupil premium and on SEND register and report back to the full governing body;
- Have regard for the Code of Practice in all decisions;
- Appoint the person responsible for the special needs (SENCo), who must be a teacher and ensure the SENCo has sufficient time to carry out the strategic role
- Agree the school's offer for pupils with special educational needs and disability;
- To monitor performance regularly of pupils with special educational needs or a disability;

- Have in place arrangements for dealing with complaints from parents with SEND pupils;
- Ensure the Public Sector Equality Duty is complied with, in particular monitoring progress towards the equality objectives relating directly to pupils with a special educational need or disability.