

Special Educational Needs & Disabilities Policy

Mansbridge Primary School



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Introduction

At Mansbridge Primary school, ensuring inclusivity for all pupils is our main priority and we aim to provide high quality inclusive teaching for all children. This includes appropriate differentiation, scaffolding, personalised provisions, high quality resources and effective use of additional adult support. As a school we aim to gain a holistic understanding of each child in order to identify any barriers that could hinder success for individual children. This does not mean not treating everyone equally but instead treating all pupils as individuals catering for their needs as they arise in order for all children to be able to make the best possible progress.

The SEND policy details how we ensure that the needs of all children with special educational needs are met.

When carrying out our duties towards our pupils with SEND, we ensure we comply with the Special Educational Needs Code of Practice (2015) and the Equalities act (2010).

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Southampton that have an Education, Health and Care Plan (see page 11) and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. The SEND local offer for Mansbridge Primary can be found on the school website.

Mission statement

Engage, Enjoy, Excel

Here, at Mansbridge Primary School, we place the children and their needs at the centre of everything that we do. Our curriculum is constantly changing and adapting to the children in our care.

We believe that children learn best when:

- ◆ their basic needs are satisfied
- ◆ they have a sense of belonging
- ◆ the work is relevant, understood and has appropriate challenge
- ◆ links are made to other experiences and prior knowledge is activated
- ◆ emotions are managed
- ◆ there are no distractions and disturbances
- ◆ high expectations are shared and achieved
- ◆ children are partners in their own learning
- ◆ a risk-taking atmosphere is fostered
- ◆ they are happy, interested, motivated and involved
- ◆ they feel confident, secure and are aware of expectations
- ◆ all successes are recognised and celebrated
- ◆ they are engaged in their learning

We believe that, as a healthy school, we must promote social inclusion, make explicit contributions towards tackling health inequalities and encourage high standards of healthy lifestyles and citizenship.

1. Aims and objectives

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

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENDCO and members of LMT and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' 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), Occupational Health Services...
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, off-site visits, school plays and sports teams.

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Mrs C Brosnan, the Head teacher.
- The person co-ordinating the day to day provision of education for pupils with SEND is Mrs B Coe, SENDCO.
- There is a named governor (Jenna Vance) who takes responsibility for SEND throughout the school

- There are thirteen point five class based LSAs. This includes 2 Foundation LSAs. The role of the class based LSAs is to support children within class, work towards class targets and learning journey targets, support the emotional and social needs of the children within their class or across the school if needed. They also have a role in assessment and the recording of progress being made.
- There is one non-class based LSA to work with children with Speech and Language difficulties across the school.
- There is also a Home/school liaison and Emotional Literacy role. This person works with children in school to support them with their emotional literacy as well as working with families at home and social services if required. This member of staff works closely with the school nurse on medical issues as well as other outside agencies such as CAMHS, NSPCC, Social Care and voluntary agencies.
- The SENDCO meets with the LSAs on a regular basis to ensure the monitoring of provision and training needs of the LSAs are met. The LSAs will attend training relevant to their role. This may be as part of whole staff training or personalised for them led by the SENDCO or other relevant member of staff.
- The SENDCO will work closely with and give advice to the class teachers who are usually the first people in school to highlight an area of need. Class teachers, LSAs and the SENDCO liaise frequently to discuss the progress of pupils. The SENDCO will receive an overview of interventions being provided across the school as a result of the teacher's termly progress review and will discuss these further if required.
- The SENDCO reports to Governors. The SENDCO will also complete termly analysis of children's progression and update the SEND register.

The Governing Body has a statutory responsibility for:

- helping to determine the policy
- adopting the policy
- reviewing and evaluating the policy
- The SENDCO will be responsible for devising and reviewing the SEND policy, which will then be presented to the Governors for approval.

3. Arrangements for coordinating SEN provision

The SENDCO will hold details of all SEN records for individual pupils.

All staff can access:

- The Mansbridge Primary School SEND Policy;
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil transition notes, targets set and copies of their provision maps (on the School server) and intervention timetables
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities

Many of these details can be found in class inclusion files which are discussed during transition meetings each year. This ensures information is passed on to the receiving teacher.

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision.

4. Admission arrangements

Please refer to the information contained in our school prospectus and on our school website.

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

5. Specialist SEND provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary. This support is accessed through the Primary Heads Inclusion Group (PHIG) and SAOS (Southampton Advisory Outreach Service)

6. Facilities for pupils with SEND

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details. The school will not discriminate against disabled pupils and prospective pupils in the provision of education and associated services in schools (such as the Breakfast club) and in admissions and exclusions.

7. Allocation of resources for pupils with SEND

Some pupils with SEND may access additional funding if they have an EHC plan but this is not always the case. If additional funding is given for support, school funds the first 12 hours of this and the LA funds the remaining hours. It would then be the responsibility of the SENDCO, senior leadership team and governors to agree how the allocation of resources is used.

8. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy.

At Mansbridge we follow the **graduated response** to ensure that all children receive the support they need including those with special educational need and disability. By following a graduated response we are able to track and monitor the progress through ongoing cycles of Assess, Plan, Do, Review. Every child is placed on one of the stages listed below. The child's position is monitored and children move within the stages according to their needs.

The stages of support are set out as follows:

Stage 1 - Universal provision

Children at this stage need high quality inclusive teaching.

This work is either differentiated or scaffolds are provided to meet learners' needs and is usually delivered at a whole class level.

Stage 2 - Early intervention support

Children at this stage often benefit from small group work and techniques such as pre-teaching or sign up interventions (children have the option after a lesson to 'sign up' for extra support through an intervention in the afternoon).

Stage 3 - Targeted, additional support

Children at this stage need targeted small group intervention. They are supported by evidence-based interventions and they may be undergoing SEND investigation. Learning journeys will be considered for children in stage 3 which are reviewed at least three times a year.

Stage 4 - Targeted, intensive additional support.

Support for external professional may be sought at this stage.

Children are recorded on the SEND register at this stage. They have a learning journey with specific targets, pupil passport and a learning outcome plan.

Stage 5 - Pupils whose needs are severe, complex and long term and who require an Education and Health Care Plan.

Pupils are identified as having SEND and are included on the school's SEN Register if they meet the criteria for Stages 4 and 5 of the Graduated Response Plan.

We know when pupils need additional support when there is/are:

- Concerns raised by parents, carers, teachers, teaching assistants or the pupil's previous school or setting
- Children are consistently working below age related expectations
- Lack of progress despite high quality teaching and learning.
- Information from outside agencies (e.g. Social care, Child and Adolescent Mental Health Service, Occupational Therapy, Speech and Language Therapy, Physiotherapy, Southampton Advisory Outreach Service for SEND)
- Information from the Educational Psychology Service.

SEN Support

Where it is determined that a pupil does have SEND, parents will be formally advised and pupils may be provided with a learning journey (individual education plan) pupils will be added to the SEND register in accordance with the graduated response above. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four - part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning involves consultation between the teacher & SENDCO to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
 - Teachers
 - SENDCO
 - Social Care
 - Health professionals
- outside agencies?

Information will be gathered relating to the current provision provided, action that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC assessment. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<http://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page>

or by contacting Southampton information, advice and support service (SENDIASS) which offers advice to parents on:

0300 303 2677

southamptonsendiass@roseroad.org.ukwww.southamptonsendiass.info

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Southampton City Council, if it is decided that the child's needs cannot be met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the trust. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

10. Inclusion of pupils with SEND

The Head teacher and SENDCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

There will be no discrimination against children with special needs. All children are welcome at Mansbridge through the standard admission arrangements. Mansbridge does not have particular specialism or special needs units. It does, however ensure that all children will be given access to the broad education laid down in the National Curriculum, regardless of any special needs. There are adaptations for the physically disabled and wheelchair access is difficult at present in some areas of the school, although it is basically a ground floor site (see accessibility plan).

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of parent and pupil questionnaire, informal discussions and through progress meetings with parents.

Pupil progress will be monitored formally on a termly basis in line with the SEND Code of Practice. However, ongoing assessments are made continuously to ensure children are supported appropriately.

SEND provision and interventions are recorded on provision maps which are held on the school server. This information is updated termly or when the intervention is changed. These are updated and monitored by the SENDCO. Previous records are held on individual provision maps (individual profiles) which can be found on the school server. All of these records are passed on to receiving Secondary schools or other primary schools should a child move.

12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher or SENDCO, who will be able to advise on formal procedures for complaint.

13. In service training (CPD Continued Professional Development)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENDCO attends relevant SEND courses, trust SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues. The SENDCO, with the senior leadership team, ensures that training opportunities are matched to school improvement priorities and those identified through the use of provision management (see Section 11).

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child's parents.

15. Working in partnerships with parents

Mansbridge Primary School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service, Southampton SEND Information, Advice and Support Service, where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil (if appropriate) will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

16. Links with other schools

The school works in partnership with the other schools in the trust including at least termly trust meetings between SENDCOs. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

17. Links with other agencies and voluntary organisations

Mansbridge Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCO, with support from the Family Inclusion Support Liaison Officer, is the designated person responsible for liaising with the following:

- Southampton Psychology Service
- CAMHS (Child and Adult Mental Health Services)
- Speech and Language Therapy
- Social Services are contacted and advice sought when it is considered necessary
- SAOS (Southampton advisory outreach service).
- Occupational Health
- Child and Family Guidance
- Any other charity funded support e.g. NSPCC, Buzz network, Simon Says, Winton's Wish, RE:MINDS

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

This policy will be reviewed every two years.

Next review date September 2022

List of Appendices

A Glossary of special needs abbreviations

B Learning Journey (individual education plan) example

APPENDIX A

A. Glossary of terms:

SEN Co-ordinator or **SENDCO** - Member of staff who is responsible for co-ordinating special needs and disabilities provision at the school

LSA: Learning Support Assistant - Member of staff who works under the guidance of class teachers for the benefit of the child with special needs but who is line managed by the SENDCO

SEND Special Educational Needs and Disabilities

EHCP Education, Health & Care Plan

SpLD Specific Learning Difficulty (such as dyslexia).

MLD Moderate Learning Difficulty

SCLN Speech, Communication and Language Needs

ASD Autism Spectrum Difficulty

PD Physical Difficulty

PHIG Primary Heads Inclusion Group. Pupils are referred here if additional support is being sought.

SAOS Southampton Advisory Outreach Service

CAMHS Child and Adolescent Mental Health

SLT Speech & Language Therapy

SALSA Speech and language support assistant

ELSA Emotional Literacy Support Assistant

OT Occupational Therapy

EP Educational Psychologist

APPENDIX B

Learning Journey example

My Learning Journey

:

<i>What I can already do</i>			<i>What I am working on</i>				<i>Review</i>		
I can say most phase 2 and 3 sounds when I am shown them on a flash card.			To be able to read and write words with ai and oi sounds in them.						
1	2 B	3	4	5	6 E	7	8	9	10
I can point to objects and count them for up to 5 objects and becoming more confident with up to 10 objects.			To be able to recognise numbers up to 20 and count the correct number of objects						
1	2	3 B	4	5	6	7 E	8	9	10
<u>Speech and Language</u> I can join in a conversation with adults and friends.			To be able to hear rhyme						
1	2 B	3	4	5	6 E	7	8	9	10
How will I get there? Daily phonics interventions with Mrs XXX Daily tasks to count objects I will use equipment in class to help me. Group phonics intervention 3 x week					What resources will I use? Sound mats Cubes and counters in maths				

TME example – this is how we monitor progress on targets set on the learning journey. It also helps to monitor the impact of interventions.

Name of Pupil: Joe Bloggs

Date targets set: Autumn

Guidance for use of TME

At the Initial target setting meeting Class teacher/LSA to:

- mark baseline assessment as B (normally 2 or 3)
- mark expected outcome as E (normally between 6 and 8).

At the Review Meeting Class teacher/LSA to:

Mark achievement as A.

Following the Review meeting SENCo to:

Record the pupil's progress towards each target using one of the following categories:

- Below baseline
- Baseline maintained
- Some progress (above baseline but not meeting expected)
- Expected progress
- Exceeds expected progress

