

SEND (Special Educational Needs and Disability) policy

Moorthorpe Primary School



Approved by:

Date:

Last reviewed on:

Next review due by:

Contents

1. Aims.....
2. Legislation and guidance
3. Definitions
4. Roles and responsibilities
5. Monitoring arrangements

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Our aims are to:

- **To create an environment that meets the special educational needs of each child;**
- **To ensure that the special educational needs of children are identified, assessed and provided for**
- **To make clear the expectations of all partners in the process;**
- **To identify the roles and responsibilities of staff in providing for children's special educational needs;**
- **To enable all children to have full access to all elements of the school curriculum.**
- **To involve children and parents in decision making**
- **To collaborate between education, health and social services to provide support**

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

STAGE 1 Well-differentiated, quality first teaching, including, where appropriate, the use of Wave 1 or Wave 2 Interventions. All vulnerable learners to be included on a whole-school provision map.

- All learners will have access to quality first teaching.
- The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. These will probably be pupils who are working below age related expectations and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.
- All vulnerable learners will be included on a class provision map which outlines and monitors all additional intervention. The class provision map enables the school to:
 - Plan strategically to meet pupils' identified needs and track their provision.
 - Audit how well provision matches need
 - Recognise gaps in provision
 - Demonstrate to all staff how support is deployed
 - Inform parents, LA, external agencies and Ofsted about resource deployment
 - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Identification and Assessment at Stage 1

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Foundation Stage Profile, accelerated reading ages (ZPD), other whole-school pupil progress data
- Classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- following up parental concerns
- tracking individual children's progress over time, including progress in EAL
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- ½ termly meetings with all staff to ensure that individual needs for children are being tracked and met.

- Undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- Wave 1,2,3 interventions
- another small group withdrawal
- individual class support / individual withdrawal
- bilingual support/access to materials in translation
- further differentiation of resources,
- pre-post learning opportunities
- support from our learning mentor or well being mentor.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENDCO and senior leaders.
- ongoing assessment of progress made in intervention group work
- work sampling on a ½ termly basis.
- teacher interviews with the SENDCO
- informal feedback from all staff.
- pupil interviews when setting new targets or reviewing existing targets
- pupil interviews when formulating individual provision maps
- pupil progress tracking using assessment data whole-school processes
- monitoring targets, evaluating the impact of targets on pupils' progress
- attendance records and liaison with EWO.
- regular meetings about pupils' progress between the SENDCO and the head teacher
- head teacher's report to parents and governors

Stage 2 Additional SEN Support

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN Support.
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using a provision map.
- It may be decided that some, **but not all** pupils on the SEN list will require a ‘One Page Profile’ (Appendix 1) to ensure their underlying special educational need is being addressed. This would particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. It would be usual for pupils with Education, Health and Care Plans to have a shorter term targets as a working document..
- Our approach to targets is as follows:
 - Our One page profiles and Supporting me to learn plans are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for all pupils, those with special educational needs will have targets to meet their specific needs. They are seen as working document which can be constantly refined and amended.
 - Our targets will only identify anything *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
 - They will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
 - They will be based on informed assessment and will include the input of outside agencies,
 - They will be monitored and evaluated regularly.
 - They will be time-limited – at (at least) termly review, there will be an agreed “where to next?”
 - They will have a maximum of four short / medium term SMART targets set for or by the pupil.
 - They will specify how often the target(s) will be covered
 - They will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
 - Targets will be arrived at through:
 - Discussion between teacher and SENDCO
 - Discussion, wherever possible, with parents/carers and pupil
 - Discussion with another professional where appropriate
 - Our targets will be reviewed at least termly by class teachers in consultation with the SENDCO.

Stage 3 Education, Health and Care Plan

- Education Health and Care Plan will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their plan.
- Our school will comply with all local arrangements and procedures when applying for
 - High Needs Block Funding
 - An Education Health and Care Plan

and will ensure that all pre-requisites for application have been met through ambitious and pro-active Additional SEN Support.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is: Mrs Emma Jackson

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They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN Governor is: Mrs Charlotte Jones

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school
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4.3 The headteacher

The headteacher is: Mrs Deborah Birdsall

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

The local authority local offer

Our local authority's local offer is published here: <http://wakefield.mylocaloffer.org/Home>

6. Monitoring arrangements

This policy and information report will be reviewed by the headteacher and the governing body **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.