

# Moldgreen Community Primary School Special Educational Needs Policy



September 2020

Written By: Caroline Hamilton

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## **1. Introduction**

At Moldgreen Community Primary School all children are encourage to reach their full potential through inclusive practice and by offering a broad and balanced curriculum suitable for individual children's needs. We understand that a strong partnership with parents is essential for children to succeed in school. Places for children with or without a Special Educational Need or Disability (SEND) are allocated in line with the Kirklees admissions policy.

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 2014 and should be read in conjunction with the following guidance, information and policies:

- The Equality Policy
- The Accessibility Plan
- The school's SEN information on the school website (SEN Report)
- The LA Guidance – 'Children & Young People with SEN; Guidance – School Based Support'
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)

This policy has been coproduced with:– Head Teacher, Inclusion manager, and approved by the Senior Leadership Team, SEN Governor, parents and families.

## **2. Contacts**

Mrs Caroline Hamilton is the SENCo across the school. She has the National Award for SEN Coordination gained from Middlesex University on 15th November 2017. For contact please phone the school office 014848 226618 or email [office.moldgreen@kirkleeseducation.uk](mailto:office.moldgreen@kirkleeseducation.uk).

## **3. Long Term Aim of this Policy**

Objectives

1. To work within the guidance laid down in the SEND Code of Practice 2014.
2. To identify and put in place appropriate provision for pupils who have SEND and additional needs.
3. To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs (Assess, plan, do, review model)
4. To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEN, and their own involvement in this
5. To provide an appropriately qualified and experienced SENCO in post who can ensure that the SEN Policy is put into practice.
6. To provide support and advice for all staff working with SEND pupils.

#### **4. Identification of SEN**

Children and young people are identified as having SEN if they do not make adequate progress through quality first teaching.

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The Inclusion manager will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through all the above taken into account it can be determined which level of provision the child will need going forward.
- If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parent's evenings.

The Code specifies four broad areas of need:

- Communication and Interaction (including Autism Spectrum Disorder)
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability (the Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable adjustments' – these alone do not constitute SEN).

Our Positive Behaviour Policy outlines our expectations and reward systems and sanctions. We understand that children with behaviour issues need to be closely monitored and guided as this could mean they have an underlying need that is not being addressed and that may require an intervention.

#### **5. A Graduated Whole School Approach**

Class and subject teachers are accountable for the progress and development of children and young people in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However any intervention and support does not replace high quality teaching.

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.

### **Plan**

Planning will involve consultation between the teacher, Inclusion Manager and parents 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 and 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 Inclusion Manager.

### **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 Head Teacher and Inclusion Manager will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

## **6. Criteria for Exiting the SEN Register**

Children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer at the

end of each monitoring cycle. As advised by the LA, the SEN register is a fluid document where children regularly move up and down the graduated approach of the SEN register and can come off, when in agreement with teachers and parents

## **7. Outside Agencies**

At times we will invite and seek advice and support from external agencies in the identification, assessment and provision of SEND. The Head Teacher and Inclusion manager are the designated persons responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Therapy
- Specialist Outreach Services

The school continue 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 Inclusion manager who will then inform the child's parents.

## **8. Referral for an Education, Health and Care Plan (EHCP)**

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 / Teaching Assistants
- Inclusion Manager
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points 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 the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

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

<https://www.kirkleeslocaloffer.org.uk/#/topicSchoolStage/page/-/JuHM8OS1F1yVvZVhaY/education-health-and-care-ehc-assessments-and-ehc-plans>

## **9. Supporting Pupils/Students and Families**

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

- Early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEN
- Personal and academic targets are set and met effectively
- Parental views are considered and valued

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The Inclusion manager may also signpost parents of pupils with SEND to the local authority Parent Partnership 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 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.

## 10. Supporting Pupils at School with Medical Conditions

We recognise that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some may have SEN, a statement, or Educational Health Care Plan. If so, the SEND Code of Practice [2014] is followed. Our medical needs policy can be found on our school website.

## 11. Monitoring and Evaluation of Send

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils. SEND is monitored regularly by the Inclusion Manager which is reported to both senior management and the school's governing body.

## 12. Resources

### a) Funding for SEN

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the special educational needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:

Element 1: Core Educational Funding	Mainstream per pupil funding (AWPU)
Element 2: School Block Funding	Contribution of up to £6K for additional support
Element 3: High Needs Top Up	Top up funding from the LA to meet the needs

Funding for SEN The amount of money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support.

Additional resources for individual statements and EHC plans - Element 3 are allocated by top up funding from the High Needs block budget. The level of top up funding for each pupil is allocated at four levels i.e. A, B, C or D depending on the type and level of need of each pupil. High Needs pupils with statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

#### b) Workforce Development

An induction process is in place for all teachers and support staff and this includes a meeting with the SENCO to explain the systems and structures in place to support the needs of individual children and young people.

The training needs of all staff are identified, a programme of professional development is in place, and all staff are encouraged to access this.

The school's Inclusion Manager regularly attends the LA's SENCO network meetings in order to keep up to date with local and national issues in SEND.

The Inclusion manager attends SEND SHINE Hub meetings regularly with other local schools in the partnership.

### **13. Roles and Responsibilities**

- The SEN Governor is Mr Davis. He meets with the Inclusion manager termly and monitor the progress of pupils/students with SEN.
- The school employs 20 support staff. They carry out a range of roles across the school including behavioural support, educational teaching assistants, cover supervisors, higher level and advanced teaching assistants. They are line managed by Mrs Szewczyk. They work closely with the class/subject teachers who oversee their work and plan with them.
- The Designated Teacher for Safeguarding is Mrs Pearson and deputy designated safeguarding leads are Mrs Szewczyk, Mr Millington and Mrs Hamilton.
- The member of staff responsible for Looked after Children is Mrs Szewczyk.
- The staff responsible for managing the school's responsibility for meeting the medical needs of pupils/students is Mrs Hamilton.

### **14. Storing and Managing Information**

All documents relating to children and young people on the SEN register are stored on the school network and can only be accessed by using a staff log in. Every child on the SEN register has a file that is kept in the Inclusion Manager's office, in a locked filing cabinet where copies of documents can be found including outside agency reports and

advice. When a child leaves Moldgreen Community Primary School, their file is passed on to the next school alongside a careful transition meeting.

### **15. Reviewing the Policy**

We will review this policy annually within the school policy review cycle or as legislation changes.

### **16. Accessibility – Statutory Responsibilities**

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information.

This plan is reviewed annually, barriers are identified, and plans put in place to remove them. The accessibility plan is available on the school's web-page.

Parents/carers can contact key staff by contacting Mrs Hamilton on the details at the top of this policy.

### **17. Dealing with Complaints**

We have a clear complaints procedure in place within school which is available on our website and the LA Kirklees complaints procedure. If parents have any concerns please contact the SENCo (Mrs Hamilton). If you feel the concern has not been addressed then the Head Teacher will deal with the concern.

### **18. Bullying**

At Moldgreen Community Primary School we have a whole school approach to mitigating the risk of bullying, and developing independence and building resilience in our pupils/students with SEN. Please read our Anti-bullying policy, positive behaviour policy and safeguarding policy for more information.