

Medina Primary School



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Reviewed by	Governing Body	Authorised by	E Hibberd (SENCO)
Last Review	September 2024	Date	September 2024
Next Review	September 2025	Review Cycle	Annually
Signed by E Hibberd			

‘All teachers are teachers of pupils with special educational needs.’

Those with specific responsibilities in Medina Primary School are:

- Amanda McGarvey – Head Teacher, Designated Officer for Safeguarding Children and Looked After Link Teacher (LALT)
- Emma Hibberd – Inclusion Manager/SENCo/ Deputy DSL
- Ros Hammerton – Deputy Head Teacher and Assessment Manager, Deputy DSL
- Christine Liddle – Governor with responsibility for SEND
- Sue Bulloch - Pastoral Lead/ ELSA

Key Principles

This policy is written in line with the requirements of:-

- Part 3 of the Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0-25 years. January 2015
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010

This policy should also be read in conjunction with the following policies: Anti-bullying Policy, Behaviour Policy, Equalities Policy, Complaints policy, Accessibility plan, Child Protection & Safeguarding Policy and Intimate Care Policy.

- The needs of children and young people are at the heart of all that we do. Their views and involvement will be sought at all stages
- Parents/carers are key partners in the assessment, planning, implementation and review of the children's needs
- The participation of pupils in their own assessment, progress and target-setting is integral to the process of inclusion
- All children are entitled to access a broad, balanced and relevant curriculum, which includes the National Curriculum
- The needs of pupils will be assessed and reviewed regularly in consultation with the parent and child. Informed and challenging targets for progress will be set
- Provision will be suitably supported and scaffolded to meet individual and diverse needs to enable all children to reach their full potential
- All those working with children with special educational needs and disabilities will be trained and supported.

Provision for SEND

Teachers are responsible and accountable for the progress and development of the pupils in their class, including when pupils access support from teaching assistants or specialist staff. All teachers set high expectations for every pupil and aim to teach them the full curriculum, whatever the prior attainment. We have an embedded culture of high expectations of children with SEN. For most children, learning needs will be met through high quality and appropriately supported teaching from the class teacher and a teaching assistant, within a well-organised and carefully planned learning environment. High quality teaching and supported learning for individual pupils, is the first step in responding to pupils who have or may have SEN.

Termly reviews, called Pupil Progress Meetings with teachers and members of the Senior Leadership Team monitor children's attainment and progress. This is a review of progress, a time to discuss assessment results and make plans. This ensures early identification of children's additional needs, which is vital.

When a child is not achieving levels at age expectation or there is an identified special educational need there will be a graduated response. Through careful identification of the child's need and barriers to learning, there may be adaptations made to provision. Teaching in class will be at the heart of driving forward the child's progress. However, extra intervention may be planned for children to work in a small group or on a one-to-one basis with an adult.

Once a potential special educational need is identified, four types of action should be taken to put effective support in place – Assess, Plan, Do, Review – this is the graduated approach called SEN Support. Where a child continues to make little or no progress, despite support that is matched to the child's area of need, the SENCo, in consultation with parents, will consider involving specialists from external agencies. This could include the Educational Psychologist, Speech and Language Therapy service, Multi-Agency Behaviour Support, Mental Health Support Team, School Nurse Team, Sensory Impairment Service, Child and Adolescent Mental Health Service, Occupational Therapy or Physiotherapy and Inclusion Outreach Service

There is a single stage for children in school with additional needs known as SEN support.

Identification and Assessment of SEND

The identification of SEN will be achieved through assessment, pupil progress meetings, parents meetings, planning and delivery of lessons and extra targeted intervention. Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCo, should assess whether the child has a significant learning difficulty. Where this is the case, then there should be agreement about the SEN support that is required to support the child in collaboration with parents.

All children are unique and their needs will differ. However under the guidance of the Code of Practice, need shall be defined under four areas of SEN:

- Cognition and Learning
- Sensory and/or Physical
- Social, Emotional and/or Mental
- Communication and Interaction

Where a pupil is receiving SEN support, the school should meet parents at least termly (via SEN Support Plan meetings and Parents Evenings) to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, pupil and the school. This will be recorded on an SEN Support Plan.

Some assessments may be used to aid planning for individual pupils. Assessment will become increasingly detailed and sophisticated in line with the graduated response, and may engage external professional support. A decision between the SENCo and parents will be made before referring to an external agency. Assessment will be about gathering information for a child. This will be gained from parents/carers, previous educational experiences, professional assessments and standardised tests. When a child needs to have a full assessment through the local authority, an Education Health and Care plan can be requested.

Where a child has an EHCP in place the SENCo will liaise with the next school (primary to primary school move, secondary transfer etc) as to make sure that the pupil and their parents are informed about options and that a thorough transition is planned and completed.

Monitoring, Evaluation and Success Criteria:

- The provision made for pupils with SEN is accurately recorded and kept up to date.
- Children are quickly and effectively identified as having SEN
- Children understand what their targets are and work towards them, with support from parents/carers
- Where appropriate, children with SEN support have SEN Support Plans, which have been co-produced with teachers/SENCo, pupils and parents, using information from external agencies. These are implemented and reviewed regularly
- Education, Health and Care Plan Annual Reviews are carried out on time, in line with LA and national requirements
- Support staff are trained and deployed effectively to meet the specific educational needs of pupils
- All school staff are made aware of both the general and the specific duty of the school under current legislation.

Management

The SENCo is employed in a non-teaching role specifically for these duties which is linked to the level of need in the school. Currently she is employed at 0.6 of the school week. The SENCo is part of the senior leadership team of the school.

Governors

At Medina Primary School we have a named governor with responsibilities in SEND: Christine Liddle

The Governors will meet their statutory responsibilities as set out in the SEN Code of Practice:

In maintained Mainstream Schools

- The governing body should, in co-operation with the head teacher, determine the school's general approach to provision for children with SEN, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work
- The governing body may appoint a committee to take a particular interest in the school's work and challenge on the behalf of children with SEN.

Continuing Professional Development

The quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. The Senior Leadership Team will decide the necessary internal or external support to seek and this will be based on our school's priorities for the continuous professional development of the staff.

Partnership with parents

Parents are welcomed into the school as partners in the education and care of their children. Parents will have the opportunity to discuss progress and attainment with teachers termly. The responsibility to communicate with parents lies initially with the class teacher, who may call upon the Head Teacher or SENCo. If a child has additional needs, a joint appointment with class teacher and SENCo can be booked. At these appointments, actions may be planned in to remove barriers for learning and enable progress. Children, who have complex needs, will have a SEN Support Plan written with the parent and targets agreed with the child (where appropriate). Written parental consent will be sought as part of the process of referring a pupil to an external agency where this has shown to be needed. Parents are encouraged to contact the school and arrange an appointment with the teacher if they are concerned about any aspect of school life or work.

Pupil Voice

Staff and Governors will seek the views of pupils through regular consultation with children in class, in small group and on an individual basis. Annual reviews of Education, Health and Care plans will be person-centred.

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy