



Marlborough Primary School
Achievement for All

SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

**Reviewed: November 2016
February 2017**

Marlborough Primary School

Special Educational Needs and Disability Policy

Marlborough follows the Code of Practice issued by the DFE in 2015. A copy of the 2015 Code of Practice is available for reference in the Staff Resource Room. Copies are also held by the Head teacher and the SENCo.

The Code of Practice is designed to help schools make effective decisions about provision for children with special educational needs.

Definition

A pupil has Special Educational Needs where their learning difficulty or disability calls for special educational provision (namely provision different from or additional to that normally available to pupils of the same age); that is within the four broad areas of need. These are:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulty
- sensory and or physical need

Principles and aims

Marlborough aims to create a positive and inclusive learning environment within an ethos where all children are valued and no child is disadvantaged by race, class, gender or disability. We promote, respect and value the needs and views of the individual and aim to raise achievement by having high expectations of our pupils and ourselves and through the involvement of parents in their childrens' education. We value all staff and aim to support them in order that they can be effective in carrying out their roles.

Objectives of SEND policy

To ensure that:

- Pupils with special educational needs are identified as early as possible
- Parents are involved, encouraged and their support is valued
- Procedures involved in SEND identification, provision, monitoring and review are made clear to all
- Relevant and informative records which track pupils through the school are maintained and passed on
- Pupils with SEND have access to a broad and balanced curriculum taking into account the learning needs of individuals within a framework of equal opportunities and inclusion

- We have a person-centred approach to supporting Pupils with SEND; Pupils are viewed positively and their views are sought and taken into account
- There is appropriate support to meet the needs of pupils with SEND
- Effective liaison with appropriate outside agencies and the LA involved with SEND pupils

Roles and responsibilities

- The Headteacher has overall responsibility for the policy and provision within the school
- The Special Educational Needs Co-ordinator is Sean O'Connor (SENDCo)
- Class teachers are teachers of all children including those with SEND and provide quality-first teaching to all pupils including SEND pupils.
- Part time teachers are employed to provide additional support for groups or individuals and to support the class teacher in ensuring effective planning and teaching for children with SEND
- Teaching assistants may be assigned to work alongside individuals or groups who require additional support for learning

The SENCo is responsible for:

- Identifying pupils with special educational needs
- Liaising with and advising teachers
- Liaising with the Headteacher re meetings with parents and outside agencies
- Managing Teaching Assistants and Support Teachers
- The day to day operation of the SEND policy
- Co-ordinating provision for children with special educational needs
- Ensuring the 'Assess Plan Do Review' approach is implemented when supporting children with additional needs
- Maintaining the school's SEND records and overseeing class based records on all pupils with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies
- Monitoring class SEND files
- Collaborating with curriculum co-ordinators so learning for all children is given equal priority and resources are used to maximum effect
- Planning annual reviews for children with statements and Education, Health and Care (EHC) Plans

Class teachers are responsible for:

- Providing quality-first teaching to support children with SEND
- Liaising with the SENCo
- Implementing agreed strategies with individual children
- Applying the 'Assess Plan Do Review' approach to identifying and supporting children with additional needs
- Ensuring that planning is carefully and clearly differentiated according to the children's need
- Setting attainable targets

- Drawing up Individual Education Plans for pupils
- Maintaining and updating records kept in class SEND file
- Meeting parents to review and set new targets
- Eliciting pupils views
- Preparing documentation for meetings with the educational psychologist, statutory assessment and annual reviews with the support of the SENCO as appropriate
- Attendance at relevant meetings to discuss individual children's progress e.g. at an annual review

Support Teachers

Support teachers may be employed directly by the school or purchased through the Pupil Support Service. Teachers involved in the education of children with SEND:

- Contribute to records and assessment
- Help to draw up Individual Education Plans
- Plan work for individuals and groups
- Liaise with the class teacher
- Attendance at relevant meetings to discuss individual children's progress e.g. at an annual review

Individual Support Teachers (IST)

Individual Support Teachers are fully funded by the LA and their role is to support an individual pupil who has a Statement of Special Educational Need or an Education, Health and Care Plan. The points relating to support teachers listed above also apply to Individual Support Teachers.

Teaching Assistants

- **General Teaching Assistants** are funded from the schools delegated budget and may support children with SEND under the guidance of the class teacher. If appropriate they may contribute to records in the class SEND file and attend relevant meetings to discuss individual children's progress e.g. an annual review.
- **SEND Teaching Assistants for children with Statements or EHC Plans** are funded by the LA and support individual children who have a statement of SEND or an Education, Health and Care Plan and are line managed by the SENCo.

Supply teachers

Teachers should ensure that their class supply folder is up to date and any children with SEND are highlighted.

Governors' statutory duty

- The Governing body in consultation with the Headteacher is fully involved in developing and monitoring the school's SEND policy and provision for

SEND. It establishes appropriate staffing and funding arrangements and maintains an oversight of the schools' work keeping itself up to date and knowledgeable about the school's SEND provision including how funding, equipment and personnel resources are deployed.

- The Governing body identify a SEND governor and ensure SEND provision is an integral part of the School Development Plan.

Management of Special Educational Needs

Admissions & Inclusion

Marlborough has a specific reference to SEND in its admissions policy and welcomes children with SEND. If a child with a Statement of SEND or an Education, Health and Care Plan names Marlborough Primary School the School has to make a decision about whether they can meet the needs of the child or not before any admission. Pupils with SEND but without statements are treated as fairly as all other applicants for admission and are considered on the basis of the schools published admissions criteria.

Specialisms

- Staff are aware of the importance of early identification of SEND and of the need for appropriate support and provision. The SEND Code of Practice is an integral part of class teaching arrangements.
- The Headteacher, the deputy Headteacher and several teachers working in the school have particular interest and expertise in the area of SEND.
- The SENDCo has experience of identifying, assessing and teaching pupils with SEND.
- The staff have experience of working with support teachers within the school from the borough Pupil Support Service and Outreach team and from other external agencies such as the visual impairment unit, the speech and language therapy service, occupational therapy and physiotherapy departments at Chelsea & Westminster hospital.
- Where appropriate, staff liaise with the Educational Psychology Service to plan programmes and strategies for individual pupils.

Resources

At Marlborough we believe that the adequate resourcing of support for children with SEND is fundamental to our education of all children.

The school has a range of resources both human and physical available to allocate to individuals and groups of children with SEND. The amount of support available is determined annually by the governing body and is identified in the agreed delegated budget set each year. The allocation of support is organised by the SENDCo in consultation with staff and the Headteacher and is reviewed each term.

Human

- The school has a number of Teaching Assistants and their role may include supporting children with SEND

- The school provides funding for SEND support. Allocation is dependant on the number of children requiring intervention in each class and the school's delegated budget. This may vary from term to term and year to year. Teacher support may be in house or may be bought in from Pupil Support Service.
- TBAP (Tri-borough Alternative Provision), who focus on behaviour, are funded by the LA. Referrals for individuals, groups or classes can be made by the SENDCo.
- The school buys into an Educational Psychology Service which is provided by the LA. Allocation is 3 days per term.

Physical

Each class is resourced to reflect the range of ability and need within the class.

Each class has a networked computer, which can be used to aid learning for children with SEND. Each class also has access to a set of networked laptops and iPads and the school has a SEND resource room stocked with a range of resources to support children's learning.

Identification, assessment and review of SEND

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 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*
- *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*

For children aged two or more, 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.

Children may have difficulty learning because of:

- specific learning difficulties
- emotional and behavioural difficulties
- physical difficulties
- sensory impairment
- speech and language difficulties
- medical conditions

Code of Practice DFE 2015

National curriculum progress

Class teachers have opportunities to identify needs regularly through informal and formal assessment and record keeping (see Assessment policy). The following points list the formal opportunities which can help to identify under achievement in core curriculum areas:

- Day to day observations and assessments in all curriculum areas, with a particular focus on English, Reading and Maths
- STEAM assessments conducted by teachers on an on-going basis
- Twice yearly reading, spelling and maths tests from Year 2 - Year 6
- Regular writing assessments
- Speaking and listening assessments
- Informal observations in the playground, etc

Pupils who are performing below expected levels for their year group are monitored and the class teacher provides additional support, resources and interventions accordingly. When necessary more individual assessment may be carried out in order to identify and clarify the area of difficulty.

Pupils who appear to be underachieving although they are working within the age related expectations may have a Specific Learning Difficulty or a problem of a behavioural, social or emotional nature. In these cases there is discussion with parents, support staff and further assessment may be carried out as necessary.

Medical or physical needs

Concerns about health or physical needs may be voiced by parents, school doctor/nurse or the class teacher. Special provision or arrangements are then made in the classroom as appropriate.

Behavioural and emotional needs

Teachers or parents may raise concerns about a pupil's behaviour or emotional needs. Support for a child may range from very simple procedures to more complex behavioural programmes. The needs of most pupils are met by following the whole school behaviour policy.

The Graduated Response in the Early Years

The graduated response is a model of action and intervention in schools and early education settings to help children who have SEN. The approach recognises that there is a continuum of SEN and where necessary increasing specialist expertise should be brought to bear on the difficulties that a child may be experiencing

SEND Support in the Early Years

SEND Support takes place when early education practitioners or the SENDCo identify that a child has SEND. Together they provide interventions that are additional to or different from those provided as part of the setting's usual curriculum offer and strategies. Usually an Individual Education Plan (IEP) would be devised. If necessary, further support could be sought from outside agencies. Alternative, additional arrangements or different strategies to those provided for the child would be put into place in accordance with a programme set up by the outside agency.

The Graduated Response in the Primary Phase

SEND Support

SEND Support takes place when a class teacher identifies that a pupil has SEND. The class teacher devises interventions additional to or different from those provided as part of the school's usual differentiated curriculum offer.

The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme, during which time an IEP will usually be devised. The SENDCo may take the lead in planning future interventions for the child in discussion with colleagues and in monitoring and reviewing the action. If necessary, the SENDCo and class teacher, in consultation with parents, will ask for help from external services. The class teacher and SENDCo are provided with advice or support from outside specialists and additional or different strategies are put into place. The SENDCo will take the lead in co-ordinating any further assessment of the child, planning future interventions in discussion with colleagues and for monitoring and reviewing the action. Future intervention may come in the form of an application for contingency funding (to provide additional resources and support for a child with SEND).

Requesting a Statutory Assessment

If the learning difficulties of the child are such that having taken action the child's needs remain so substantial that they cannot be met effectively within the resources normally available to the school the Headteacher may decide whether to request an Education, Health and Care plan needs assessment, having consulted the parents of the pupil. Parents can also request an assessment of their child which will be considered by the school and the LA.

In some exceptional cases the school or parent may request a statutory assessment before all assessments and actions by the school have been able to be undertaken for example in the case of a child with severe sensory or other impairment, severe emotional or behavioural difficulties where an urgent outside school response is required.

Annual Reviews for children with statements of special educational need and Education, Health and Care Plans

The purpose of an annual review is to make sure that the parents, the pupil, the LA, the school and all the professionals involved monitor and evaluate the continued effectiveness and relevance of the provision set out in the statement. An interim or early review may be called if it is the recommendation from a previous annual review or where a school identifies a pupil who is at serious risk of disaffection or exclusion or when a child has needs that are known to change rapidly or to reassure parents and professionals where there is disagreement.

The SENDCo seeks written advice from parents and professionals two weeks before the review. All written advice received is sent out to all who will be attending the review before it is due to take place. Views of the child are included as a part of the person-centred approach; where possible children are encouraged to participate in the decision making process.

Individual Education Plans

- IEPs are used to plan interventions for individual pupils or groups through *SEND Support* and for pupils with statements of SEN or EHC Plans
- IEPs are intended to raise achievement for pupils with SEND and should be seen as working documents that promote effective planning and intervention by staff and result in the achievement of specified learning goals for pupils with SEND
- IEPs detail provision additional to or different from those generally available for all pupils
- IEPs detail targets which are extra or different from those of most pupils
- IEPs focus on up to three or four key individual or group targets
- They should be jargon free and comprehensible to all staff and parents and help pupils monitor their own progress

Working with Parents

Parents are informed in the autumn term if their children are receiving additional learning support and are invited to a consultation meeting with their child's class teachers and in some cases the SENDCo (usually for new teachers). Children will be invited to attend the end of the meeting in order to give their views on their learning and the provision made to support them. At this meeting IEPs are reviewed and new targets shared. Parents are encouraged to contribute where possible to the development of their child's IEP.

In the spring term the process is repeated. In the summer term consultations are held to review reports and progress.

Any meetings, whether teacher or parent initiated, should be recorded. Copies of letters must be kept and filed.

Pupil Views

The views of the child are integral to the SEND support provided. These views are gathered before the consultations with parents. There are a range of different prompts can be used to elicit pupil views at different ages in the SEND master file.

Meeting with pupils should be 1:1 and can be carried out during assembly time.

Organisation of SEND records

- Current IEPs for pupils are kept in the class SEND file/Planning files so that teachers are able to update them as part of their everyday regular assessments.
- A pupil's SEND history is kept by the SENDCo and teachers and support teachers have access to this information.
- A record of children with SEND is held within the SIMS database. A paper record is also kept in the headteacher's office, by the SENDCo of children with SEND.
- Each class teacher has a record of children in their class with SEND. This includes STEAM, computerised tracking which is updated every half term.
- Class SEND files include IEPs, diary observation sheets, assessment and annotated work samples, EP notes and any other relevant information about the child.
- Class SEND files are monitored by the SENDCo.

Access to the curriculum, Integration and evaluation for pupils with SEND

All pupils with SEND have access to all areas of the National Curriculum and the Foundation Stage Curriculum. Tasks are tailored to meet individual needs.

- Teachers make decisions about which actions are appropriate for which pupils on an individual basis by careful assessment of the pupil's difficulties and the pupils' need for different approaches to learning and the school and classroom context.
- Teachers make provision for SEND pupils in their planning.
- All pupils with SEND including pupils with statements and EHC Plans are in mainstream mixed ability classes.
- Teachers ensure a variety of pupil groupings for learning and working in the classroom wherever possible. For most children extra help will be provided within the classroom.
- Where a child spends some time outside the ordinary classroom it is in the context of the inclusive curriculum.

Staff development

- Support is available through curriculum co-ordinators for individual subject areas.
- The SENDCo and Headteacher may offer advice and support and recommend further action.
- All teaching assistants are encouraged to attend training regarding their role and responsibilities, literacy, numeracy, behaviour management and SEN.
- SEN staff meetings are held termly to discuss issues and to give time to begin the process of reviewing IEPs.
- The SENDCo attends the regular RBKC SENDCo Forum and SEND conferences facilitated by the LA.
- Teachers are encouraged to attend relevant courses in line with the School Improvement Plan and their Performance Management targets.

Use of teachers, facilities and educational support services outside the school

Involvement of outside agencies to support children with SEND is carried out according to the needs and priorities of the school through collaborative work with teachers. Consultation takes place with the people most concerned, i.e. the class teacher, parents and the Headteacher.

Individual support teacher

For some pupils who have a Statement of Special Educational Need their provision may include an Individual support teacher for part of the week. The teacher is paid for by the LA and is usually appointed through Pupil Support Service. The IST works with the pupil, teacher and the school to implement the Statement.

Links with other schools

When a pre-school pupil with SEND is transferring from nursery a visit by the class teacher or SENDCo is arranged if possible. Transfer meetings are held for children in Year 6 with statements and EHC Plans in the Summer term.

Links with other services and organisations

Autism and Early Years Intervention Team

The AEYIT works with class teachers to provide support and guidance for children with Autism in mainstream schools.

Tri-Borough Alternative Provision (TBAP)

TBAP provides teachers and students with strategies and support for behavioural, social and emotional needs.

Educational Psychologist

The EP visits the school to work with teachers on:

- consultation and assessment over individuals who cause concern
- consultation and assessment over groups or classes who cause concern
- consultation and assessment over organisational issues which cause concern

Education Welfare Service

The EWO is involved in following up class teacher or Headteacher concerns regarding attendance and is also involved in visiting homes.

Social Services

The school liaises with social services if a family is involved with them. In practice this involves attending case conferences, writing reports and liaising with social workers in case of emergency or serious concern.

Child and Adolescent Mental Health Service (CAMHS)

CAMHS are specialist NHS children and young people's mental health services. They offer assessment and treatment when children and young people have emotional, behavioural or mental health difficulties.

CENMAC

The Centre for Micro-Assisted Communication is available for referrals of pupils with physical difficulties or Specific Learning Difficulties. Pupils are then assessed and may be provided with typewriters, I.T. equipment or software.

Wandsworth Visual Impairment Service

Children can be referred by the LA to this service. Pupils are assessed and observed in the learning environment and suggestions and strategies offered.

Occupational Therapy

This service is linked to Chelsea & Westminster hospital and is usually provided for pupil's who have a need for OT linked to a statement of SEN or EHC Plan.

Speech and Language Therapy

The Speech and Language Therapist can offer programmes of support in school and this is usually for children who have a need for speech and language therapy linked to a statement of SEND.

Physiotherapy

This service is linked to Chelsea & Westminster hospital and is usually provided for pupil's who have a need for OT linked to a statement of SEND.

Hearing Impairment Team

Children can be referred by the LA to this service. Pupils are assessed and observed in the learning environment and suggestions and strategies offered.

This policy has been written by the SENDCo with the involvement of the Headteacher, teaching staff and the governing body