



**Manor Primary School
Special Educational Needs policy**

Adopted by governors and staff: September 2017

Due for review: September 2019

Information in this policy is written in line with the Children and Families Act (2014) and the revised Special Educational Needs and Disability Code of Practice: 0-25 years (2014).

The New Special Educational Needs and Disability Code of Practice

In September 2014 the government published a new SEND Code of Practice, which sets out statutory guidance for schools. This can be downloaded by following the link below.

New SEND Code of Practice

The new Code of Practice covers the 0-25 age range. There is greater emphasis on children and parents being part of the decision-making process. The categories of School Action and School Action Plus are replaced with one category of SEN. Statements are being replaced with Education, Health and Care plans (EHCPs).

Local Authorities must publish the 'Local Offer', which sets out the full range of provision for children with SEN and disabilities. The Staffordshire Local Offer can be found by clicking [here](#).

What are Special Educational Needs and Disability?

Under the new Code of Practice, a child is deemed to have Special Educational Needs, or SEN, if he or she has 'significantly greater difficulty in learning than the majority of others of the same age', or his or her disability 'prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in a mainstream school'. Special educational provision is needed for him or her, over and above that which can be met through good quality classroom teaching and differentiation.

Broad areas of need are identified as:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

These areas of need may be apparent for a short period or throughout a child's educational life. They may be identified before a child has even entered school or they may come to be recognised at a specific point in their education.

Statement of Intent

It is the aim of this school to provide every child with the best education possible. Our objective in setting out the school's Special Educational Needs policy is to make everyone aware that we want all children to benefit as fully as possible from the education provided within the school.

We cater for children who experience difficulties in: -

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical and medical conditions

The school has full provision for children who are disabled.

Aims

We aim to:

- Identify children with special educational needs as early as possible and meet their needs.
- Have in place systems whereby teachers are aware of such children.
- Provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- Be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, Local Authority and outside agencies.
- Ensure all children make effective progress and realise their full potential.
- Ensure all children take a full and active part in school life.
- Work with other schools to share good practice in order to improve this policy

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- Appointed a member of staff to be the Special Educational Needs Co-ordinator.
- Delegated powers and responsibilities to the Head teacher to ensure all school personnel and visitors to the school are aware of and comply with this policy.
- To ensure that provision of special educational needs is of a high standard.
- Responsibility for ensuring that the school complies with all equalities legislation.
- Responsibility for ensuring funding is in place to support this policy.
- Responsibility for ensuring this policy and all policies are maintained and updated regularly.
- Responsibility for ensuring all policies are made available to parents.
- Responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Head teacher

The Head teacher will:

- Ensure all school personnel, children and parents are aware of and comply with this policy.
- Ensure that the daily management of special educational needs provision is effective.
- Work closely with the SENCO and the teaching and support staff.
- Keep the Governing Body informed of all matters relating to its responsibilities for the provision of special educational needs.
- Inform parents when special educational needs provision has been made for their child.
- Ensure the strategic leadership and vision of the school is upheld with regard to equality.
- Provide guidance, support and training to all staff.
- Monitor the effectiveness of this policy.
- Annually report to the Governing Body on the success and development of this policy.

Role of the Special Educational Needs Co-ordinator (SENCO)

The SENCO will:

- Work with the Head teacher to oversee the day to day provision for children with special educational needs within the school.
- Lead the development of special educational needs throughout the school.
- Provide guidance and support to all staff.
- Prepare and keep up to date Passports for Learning.
- Update the schools SEND register.
- Advise on the use of the schools SEND budget and resources to best meet the needs of SEND learners.
- Track the progress of children with special educational needs.
- Organise training for school personnel.
- Keep up to date with new developments and resources.
- Liaise with parents.
- Organise annual reviews.
- Meet with outside agencies.
- Work with feeder or transition schools.
- Review and monitor
- Annually report to the Governing Body on the success and development of special educational needs

Role of the Assistant SENCO

The Assistant SENCO will:

- Support the SENCO in the aforementioned roles and responsibilities.
- Deliver a large number of small group and 1 to 1 interventions.

Role of Class Teachers

Class teachers will:

- Be aware of the school's policy for the identification and assessment of children with special educational needs and the provision it makes for them.
- Deliver the individual programme for each special educational needs child as set out in their Passports for Learning.
- Develop Passports for Learning for children with special educational needs by working closely with the SENCO and support staff

- Comply with all aspects of this policy.
- Undertake appropriate training.

Role of Teaching Assistants

Teaching Assistants will:

- Provide targeted additional support for children within lessons.
- Facilitate children's learning and monitoring progress alongside Class Teachers.
- Where appropriate lead afternoon withdrawal sessions (interventions) on an individual or group basis.

Role and Rights of Parents

We encourage parents to:

- Work closely with the school in order to develop a partnership that will support special educational needs children.
- Take part in the review of Passports for Learning
- Attend annual reviews

Role and Rights of Children

We encourage children with special educational needs to understand their rights and to take part in:

- Assessing their needs.
- Devising their Passports for Learning.
- Setting targets
- The annual review

Admissions

We will:

- Treat all applications equally and we will not discriminate against children with special educational needs

Curriculum

The school aims to provide for children:

- A broad and balanced curriculum
- A curriculum which is differentiated to their needs
- A range of teaching strategies to meet their needs.
- Passports for Learning, which set a small number of targets, closely matched to the child's needs

Range of Provision

The school aims to provide a variety of provision by way of:

- In-class support either individually or in small groups with teachers and/or teaching assistants.

- Withdrawal support (interventions) either individually or in small groups with teaching assistants.

Identification of children with Special Educational Needs and/or disabilities

Children may be identified at any stage of their school journey from Nursery to Year 6 in the following ways:

- Parental concerns arising from observations or family history.
- Children's own concerns.
- Teacher concerns stemming from observations or assessments.
- Issues highlighted by support staff.
- A child being significantly below expectation of the EYFS profile.
- Outside agency concerns e.g. speech and language therapist, health visitor, GP.
- Concerns raised by a previous school.

Responding to children who require additional or different support

Staffordshire Local Authority provides a clear outline for a graduated response to providing additional/different support for SEND learners. Please see below.

To respond to children who have or may have SEND:

- Review the quality of the differentiated teaching being provided to the child, and if necessary improve teachers understanding and implementation of strategies to identify and support vulnerable children.
- Class teacher to collate and scrutinise data using national comparisons and school assessment tools.
- If child has additional needs, such as medical, emotional, social and mental health, teachers should liaise with those responsible for ensuring success.
- For higher levels of need, the class teacher should liaise with SENCO and a request for support from outside agencies should be considered. Parental consent is sought before any external agencies are involved.
- If there are housing, family or other domestic needs the SENCO might consider that a multi-agency approach might be required to respond to children's needs. In this case an EHA (Early Help Assessment) may be required.
- The class teacher, with support from SENCO, if necessary, should have an early discussion with parents and children to add information to the initial assessment on strengths, difficulties and concerns.
- The schools core offer should be used to agree with parents and children, the best way to achieve outcomes sought for the child and identify the steps needed to achieve these.
- At this point, a decision needs to be made whether outcomes can be achieved by adopting the schools core offer or whether different or additional support is required.
- A record should be taken of the meeting that includes the actions to be taken by the parent, the child and the teacher in order to reach outcomes. A clear date for review is set.
- The child's record on the school information system should be amended to identify the record of the meeting and a copy of meeting notes should be sent to parents.

- If it is decided that the child has SEND this decision should be added to school records and parents informed.
- The teacher working with the SENCO should identify the actions needed to remove barriers to learning and put effective SEND provision in place.

The provision offered should reflect a graduated response approach and be delivered via a 4 part cycle:

- **Part 1: Assess** The teacher working with the SENCO should carry out an analysis of the child's needs. This assessment should be reviewed termly and shared and discussed with parents.
- **Part 2: Plan** The teacher and the SENCO should agree in consultation with parents and the child, the adjustments, interventions and support to be put in place, as well as expected impact and progress, development or behaviour along with a clear review date. The record should include any additional action needed to support transitions and preparation for adult life. The support selected to meet the outcomes should be based on evidence of effectiveness. Staff who deliver the support should be knowledgeable and skilful. Parents must be informed of support provided, and where possible, should be involved to reinforce or contribute to progress at home.
- **Part 3: Do** The teacher is responsible for the daily work with the child to attain outcomes. If support is provided away from the classroom teachers still retain responsibility for progress and should work closely with those delivering the support to plan and assess impact and to link work to classroom teaching. The SENCO should support the teacher in further assessment of the child's strengths and weaknesses, in problem solving and advising on the effective implementation of support.
- **Part 4 Review** The impact of the support should be reviewed and the class teacher working with the SENCO, and in consultation with parent and child, should revise the support in light of progress achieved. If a child continues to make less than expected progress despite evidence based support and interventions matched to their areas of need the school should discuss with parents the need to involve outside specialists. The SENCO, teacher, specialists and parents should consider evidence-led teaching approaches, equipment, strategies and interventions that may be utilised to support child progress. The provision should aim to deliver the outcomes agreed and a termly review date set where the teacher, supported by the SENCO, can discuss progress achieved with the parents. The views of the child should be included in these discussions. A record of the outcomes and provision agreed in the discussion should be shared with appropriate school staff and a copy given to parents. The school information management system should be updated as appropriate. Where despite relevant and purposeful action to identify, assess and meet the needs of the child, they have not made expected progress, then the school and/or parents should consider requesting an Education, Health and Care Plan.

Request for Statutory Assessment

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency.

Education, Health and Care Plans

An Education, Health and Care Plan will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

Complaints Procedure

Parents who have a grievance or complaint about the nature or amount of special needs that their child receives are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue.

The Local Authority must have in place 'arrangements with a view to avoiding or resolving disagreements between parents and certain schools about the special educational provision made for their child.' (SEN Code of Practice)