



*Fighting the Fires of our future*

## Manor Primary School: Special Educational Needs and Disability policy and information report

Adopted by governors and staff: June 2016

Due for review: June 2017

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).

### Aims

Our ethos is outlined by our vision statement: Lighting the fires of our future. At Manor Primary School we not only focus on academic learning and successes but those in personal development and achievements in all areas of life. We inspire our pupils to build their own dreams for their future and strive to achieve their goals in life, whatever they may be. We believe in igniting a love of learning that will stay with our children long after they leave Manor. We have high expectations of all of our pupils and support them in every way possible to be the best that they can be.

At Manor we strongly believe that every single pupil, regardless of gender, race, disability, health or family circumstances has the right to access a broad and balanced child centred curriculum. We find it essential that the curriculum is presented to all pupils in a stimulating, supportive and safe atmosphere, which values and encourages each child to reach their full potential and achieve their own personal targets.

### Definition of SEND

Pupils are considered to have special educational needs if they have a significantly greater in learning than the majority of their peers of the same age or if they have a disability which prevents/impacts their use of educational facilities provided to other learners of the same age. In order to successfully access the curriculum these children will require support, which is additional to or different from that given to other pupils of the same age. Manor primary school operates an equal opportunities policy for all learners, including those with special educational needs or disabilities. The SEND code of practice 0-25 years (2014) details that Health care or social care provision that educates a child is also to be considered special education provision.

Categories of special education need as outline by the SEND code of Practice 0-25 years (2014):

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

## **Admission**

Parent/Carers would be invited into school to meet with Mr Robson (Head teacher) and Mrs Williams (SENCO) to discuss the ways in which Manor Primary School could best meet the needs of the individual pupil. Where the number of applicants for admission exceeds the schools published admission number places would first be given to those children whose statutory statement of special educational needs or Education, Health and Care Plan names Manor Primary School as the most appropriate mainstream school to meet the learner's needs. For further information please see our school admissions policy.

NB: Education, Health and Care plans (EHC) will gradually replace the existing statements. Accepted statement requests for pupils filed from September 2014 will be fulfilled through the use of an EHC. Statements will continue for those children who were accepted for a statutory statement before September 2014.

## **Transition**

**When joining the school** parents and children will be invited to meet with the SENCO and Headteacher, have a look around the school and meet the staff. Further visits may be planned to support the young person's transition if it is deemed necessary. Any concerns or queries regarding provision should be raised at this initial meeting. If other professionals are already involved with the young person a 'team around the child' meeting may be held to discuss the child's needs and share current strategies in use and progress towards goals.

Records will also be requested from the child's previous school or Early Years Setting. Following these steps adaptations to the child's start date may be suggested, e.g. phased start.

**When moving classes** children are provided with a transition booklet at the start of the final term. This outlines their new teachers, classroom routines etc and contains pictures of key persons and areas in the classroom. These booklets are compiled by the inclusion team alongside the children to promote ownership of the next stage in their school career. Frequent trips to their new classroom, carrying out jobs for their current teacher etc are carried out in order to reduce anxiety. New teachers and the SENCO will send out postcards to welcome the children back before the start of the new term.

**Year 6 leavers:** At Manor we have strong links with our feeder high schools. We have also developed good links with other local high schools that we occasionally feed to. High school transition starts in January for our SEND pupils. We provide numerous trips to their new setting with a TA and with a friend of their choice (where possible a peer that will be going to the same school). Whilst on these visits pupils begin to create their own transition booklets, take photographs, meet key staff, locate key areas and ask any questions that they have. Extra whole day transitions are also planned for. Our inclusion team works closely with the high school SENCO's to ensure the best possible transition for our pupils.

## People who support SEND learners at Manor Primary School

### **Class teachers:**

- Ensure all pupils within their class are provided with high quality teaching and learning opportunities, adapting the curriculum to meet individual pupils' needs as required.
- Monitoring progress of each child and identifying, planning and delivering any additional support required. Any additional support and resourcing will be discussed with the SENCO.
- Writing individual targets and education plans (IEP's) to support SEND pupils in achieving their goals. These will be reviewed with the SENCO, the child and parents/carers on a termly basis in order to plan for the coming term.
- Ensure all members of staff working with SEND children are aware of their individual needs/conditions and what adjustments are required in order for each child to be fully included and making progress.
- Will follow recommendations and strategies provided by outside agencies in order to support pupils in achieving the best possible outcomes for themselves.
- Support teaching assistants in using specific resources and teaching techniques to support the needs of SEND learners within their classroom.

Class teachers should be the first port of call for any queries regarding your child's learning or provision. Appointments should be made with class teachers themselves at the start or end of the school day or by contacting the school office.

### **Teaching Assistants:**

Each classroom has a teaching assistant present for the entirety of the morning session (9am-12:00pm ks1 and 9am-12: 15pm KS2). Targeted additional support may be offered to your child through teaching assistant support within lessons. Learning support assistants play a vital role in facilitating pupils learning and monitoring progress alongside class teachers.

Teaching assistants also lead afternoon small group support and 1 to 1 sessions focusing on phonics, numeracy, social skills (nurture group), sentence construction and reading. Manor Primary School also offers a 'breakfast club' run by teaching assistants where children receive 15 minutes of 1 to 1 high intensity precision teaching towards achieving individual goals. Children are referred to these groups/cubs through the SENCO.

### **The inclusion team:**

Mrs Williams-SENCO

Mrs Viollet-Assistant SENCO

Mrs Williams, as SENCO, is responsible for co-ordinating Special Educational Needs and Disability support throughout the school, developing the schools SEND policy to ensure consistent high quality response to meeting the needs of SEND pupils and supporting all staff in implementing the SEND policy effectively. Mrs Williams is also the Owls class.

### **The SENCO will:**

- Provide specialist support for all staff and governors to enable them to support all young people to achieve their full potential through the use of a graduated response to providing SEND support.
- Support class teachers in completing individual education plans (IEPS) that specify children's individual targets.
- Facilitate training opportunities for staff to ensure that they are aware of and confident with how to meet the needs of SEND pupils in their care.
- Update the school's SEND register.
- Advise on the use of the school's SEND budget and resources to best meet the needs of SEND learners.
- Make links with and liaise closely with professionals from other agencies to gain the best possible outcomes for all SEND learners. These agencies may include those such as speech and language therapists, Educational psychologists, Occupational Therapists etc.
- Link with SENCO's and SEND teams for children joining us from a different school or leaving us to join a new school to ensure as smooth a transition as possible for all learners.
- Provide opportunities for parents to receive training and support based on their child's specific needs.
- Review planning, resources and classroom layout to ensure the best possible continued provision for SEND learners throughout the school.
- Work closely with the Head teacher and governors to ensure that the school upholds its responsibilities under the Equality Act (2010)-ensuring reasonable adjustments and access requirements for all learners.
- Undertake termly and annual reviews of IEP's and statements/EHC plans as required.
- Refer individuals to wider agencies for support as appropriate and in partnership with parents.
- Analyse data relating to SEND learners to closely evaluate the impact that interventions have had on learner's specific targets and progress.

Appointments to meet with Mrs Williams can be made through the school office or by making them with Mrs Williams before the bell rings for morning registration. Mrs Williams can also be contacted regarding non-urgent SEND matters on [swilliams@manor.staffs.sch.uk](mailto:swilliams@manor.staffs.sch.uk).

### **The Assistant SENCO will:**

Support the SENCO in roles and responsibilities in order to facilitate all SEND learners in achieving the best possible outcomes and receiving the best possible support to do so. Mrs Violet is also trained in delivering a large number of small group and 1 to 1 interventions.

### **The Head teacher, Mr Robson, will:**

- Ensure the strategic leadership and vision of the school is upheld, this includes the support for SEND pupils.
- Give responsibility to the SENCO and class teachers for ensuring children's needs are met to the best possible standards but retains overall responsibility for all learners within the school.
- Make arrangements for staff performance management and professional development opportunities to ensure high quality teaching, provision and access to the curriculum is provided for all learners.

- Ensure, along with the SENCO, that governors are kept up to date with SEND priorities and developments within the school and at a national level.

In the first instance queries should be passed to your child's class teacher or the SENCO, should a further meeting be required appointments to see Mr Robson can be made at the school office.

**The governing body will:**

- Ensure that the school has a designated and appropriately trained SENCO
- Ensure that a learner with special educational needs and/or disabilities is included and able to engage in all areas of school life.
- Ensure that all staff are aware of the importance of identifying and supporting SEND learners.
- Undertake timely reviews all policies including those relating to SEND learners and ensure these policies are made available to all stakeholders.
- Have a high regard for the SEND Code of practice 0-25 years when carrying out its duties linked to SEND learners.
- Ensure the governing body has an up to date knowledge of SEND policy and procedure and key issues at local/county/national level through the use of SEND link governor and close liaison with the Inclusion team.
- Make visits in to school to review and discuss current SEND provision
- Have an understanding of the allocations of the budget to support SEND learners.

### **Identification of pupils with Special Educational Needs and/or disabilities**

Learners may be identified at any stage of their school journey from Nursery to year 6.

Learners may be identified in the following ways:

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

### **Responding to learners 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 pupils who have or may have SEND
Review the quality of the differentiated teaching being provided to the pupil, and if necessary improve teachers understanding and implementation of strategies to identify and support Vulnerable pupils.
Class teacher to collate and scrutinise data using national comparisons and school assessment tools.
If pupil 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
If there are housing, family or other domestic needs the SENCO might consider that a Multi-agency approach might be required to respond to pupils' 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 pupils to add information to the initial assessment on strengths, difficulties and concerns.
The schools core offer should be used to agree with parents and pupils, the best way to achieve outcomes sought for the pupil 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 to or additional support is required.
A record should be taken of the meeting that includes the actions to be taken by the parent, the pupil and the teacher in order to reach outcomes. A clear date for review is set.
The pupils 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 pupils needs. 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 pupil, 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 pupil 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 pupils 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 pupil, should revise the support in light of progress achieved.

If a pupil 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 pupil 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 pupil 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 pupil, they have not made expected progress, then the school and/or parents should consider requesting an education, health and care assessment.

Children in school will receive support for their specific needs, which may be provided by their class teacher/TA or: Educational psychologists, Autism outreach, SENSS services, behaviour support, physical disability support services, two rivers key learning centre, social workers, local support team, speech and language, occupational therapists, physiotherapy, midlands psychology, school nurse service, Child and adolescent mental health services and education welfare officers.

## Types of support available

**Manor has achieved full dyslexia friendly status:** This means that all of the labels, displays, resources and teaching techniques used at Manor are suitable to support dyslexic learners. It is also a formal recognition of the inclusive and nurturing atmosphere provided to all of our learners.

**Intervention groups:** Lead by teaching assistants with specific training in the groups particular style of delivery. These groups target specific gaps in pupils knowledge working one to one or in small working groups of up to 4 pupils to one adult. Pupils progress within these groups will be carefully monitored by class teachers to determine a suitable exit point or change of target.

**Nurture group:** Designed to build children's confidence and social skills. Children are assessed against the BOXALL Profile to determine their suitability for the nurture group. Mrs Viollet leads nurture group and has extensive training and experience in this area.

**Forest School:** We have staff trained to Level 3 Forest School practitioner. Forest school enables holistic learning, building resilience, confidence and social skills. It is available to all children in school but can also be used to focus on children with particular needs.

**Precision teaching:** This is a programme of 15 minutes per day 1 to 1 sessions providing specific high impact support for small targets. Each session is tailored exactly to the needs of the pupil. Precision teaching runs in 6-week blocks and pupils are referred for precision teaching by the class teacher to the SENCO.

**In class support:** A child may be supported simply through providing additional or edited resources to support their learning. E.g. providing larger text or pictures cards for key classroom areas.

**Outside agencies:** There are some children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups. In these cases it may be agreed that the support of an outside agency is required. Parental permission is required to refer a child to an outside agency. If the referral is accepted then the agency will meet with the SENCO, class teacher and sometimes parent, observe the child in lessons and in free time before providing a list of recommendations to support the child's access to the curriculum and progression. School staff under the guidance of outside agencies, who will visit the school periodically to assess progress and make further recommendations, will implement these recommendations. This level of support would be appropriate for those with severe, complex or life long learning needs.

**\*\*In order for your child to experience the best possible successes and take advantage of all the support on offer regular attendance is necessary. The school works with the Education welfare service to liaise with parents on attendance issues.**

**Medical needs:** If your child requires regular administration of medicine or has a condition which may require occasional or emergency administration of medicine, such as allergy

pens, the school will work with the school nurse service to ensure staff members are suitably trained.

**Personal care:** If your child requires additional personal care the school will ensure that an appropriately trained person is available to help them.

PUPILS OWN VIEWS ON THEIR LEARNING IS OF THE UTMOST IMPORTANCE TO US AT MANOR AND AS SUCH ALL PUPILS WILL BE ENCOURAGED TO PARTICIPATE IN THE SETTING AND EVALUATION OF TARGETS AND PROVISION TO SUPPORT THEIR LEARNING.

### **EHC-Education, Health and Care plans**

#### **As of September 2014 EHC plans are replacing statements**

An education, health and care plan may be considered for pupils who have life-long, complex needs or for pupils who despite relevant and purposeful intervention have failed to make expected levels of progress. Education, Health and care plans are considered by the local authority on the basis of a wealth of evidence provided to them by the school. The SENCO will work with parents closely during this process. The assessment plan will focus closely on the outcomes needed for the young person in order to support them successfully into adulthood. An application for an assessment does not always lead to a plan being made. Where the local authority does not deem a plan to be necessary they will instruct the school to continue with current or revised provisions to support the young persons on-going needs.

EHC plans set out how all of the services involved with the young person will work together for the best possible outcomes.

The assessment for an education, health and care plan is a legal process. More information is available at <http://www.staffordshirecares.info/pages/my-disability/children-additional-needs/send-reforms/ehc-plan.aspx>

The application for an EHC must clearly demonstrate provision already in place for the young person and how effective it has been. Up to date (within 3 months of the application) reports from outside agencies must also be provided, along with the views of the class teacher, young person and parents.

The local authority must decide if it will undertake an assessment within 6 weeks of receiving the application. If they do agree then all parties will be asked to submit comprehensive reports outlining the young persons needs. Once the reports have been received the authority will decide if the young persons needs are severe, lifelong and complex. If this is the case an EHC plan will be written.

If produced the EHC plan will outline the individual or small group support the young person will have access to from the local authority, how the support should be used by the school and what strategies must be in place to support the young person. The plan will also outline long and short term goals for the young person.

Following the implantation of an EHC plan additional adults may be used to support your child within the classroom.

### **Key questions from parents**

#### **1. How can I let the school know I am concerned about my child's progress?**

Please contact the class teacher with any initial concerns you may have. If you are not fully satisfied with the way your concern is being managed then please speak to the SENCO. You are also welcome to bring any concerns to the attention of the headteacher, Mr Robson.

#### **2. How will the school contact me about any concerns?**

If targeted teaching and in class intervention has not met the child's needs then the class teacher will seek advice from the SENCO. If your child is identified as not making as much progress as their peers the SENCO will make a decision as to whether to monitor their progress or set up additional support and you will be informed.

#### **3. How is extra support allocated?**

When provision is being allocated the Head teacher, Assistant head, SENCO and Assistant SENCO discuss current SEND need within the school. They look at children already receiving support, children in need of extra support, children identified as not making much/expected progress, pupil premium children and those with an existing statement of EHC. Following this it is decided what resources are required to meet the needs of these pupils and resources and training is budgeted for as needed. Learners may allocated 1 to 1 support in some severe and complex cases. Others will be offered small group support, support from external agencies, access to specialist resources, targeted training and development for staff. Any additional support will be discussed with parents.

#### **4. What is your policy for behaviour linked to SEND?**

Manor Primary School has a positive behaviour policy. All pupils behaviour is closely monitored. Our lunch time supervisors are kept informed of any SEND issues which may impact on a child's behaviour. Positive behaviour plans are issued along with reward charts for those learners who require them. Following this further advice would be taken from the behaviour support service or educational psychologist.

#### **5. Where can I get information about my child's SEND or formal diagnosis?**

If you require any further information or support please contact the SENCO who can put you in touch with relevant outside agency support. The parent partnership may also be able to provide support.

<http://www.staffordshire.gov.uk/education/welfareservice/specialEducationalNeeds/spps/home.aspx>

Parents coffee mornings are also held at school to provide information and support for parents. All information from outside agency meetings will be available to parents to view and discuss. Termly target reviews will also be set.