



## **SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY**

**APPROVED BY GOVERNORS: 06/12/2021**

### Our School Values

*Nurturing life skills and inspiring achievement for today and tomorrow*

**M**astering through a growth mindset approach so that we become confident risk takers with our learning.

**A**chieving through challenge so that everyone reaches their full potential, academically, emotionally, and socially.

**N**urturing life skills so that we become independent, resilient, and self-assured learners.

**U**nderstanding and valuing others so that we become active and engaged citizens in our community.

**D**eveloping a positive learning environment, which is safe, stimulating, enjoyable and supportive.

**E**ngaging creativity and curiosity through purposeful and inspiring learning experiences so that all individuals are motivated to learn both in and out of school.

**N**ourishing healthy behavior through physical activity, a balanced diet and positive thinking so that our wellbeing impacts on our happiness in everyday life.

### Introduction

This policy is based on the new SEN Code of Practice 2014 and The Children and Families Act 2014. Please read our School SEN information report as published on our school's website in conjunction with this policy. At Manuden Primary School, we strive to provide a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the needs of groups of children and the specific needs of individuals. Children may have SEN (special educational needs) either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but will have medical needs. We assess each child's needs as required, and make the appropriate provision, based on their identified needs.

A Graduated Approach to SEN Support

### How the school decides whether to make special educational provision

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCO.

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In deciding whether to make special educational provision, the teacher and SENCO will consider all the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage, extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their needs. Particular care is taken when identifying and assessing SEN for children whose first language is not English. See below for examples of SEND:

SEN CATEGORY	EXAMPLE OF SEN NEED
<ul style="list-style-type: none"><li>• Communication and interaction</li></ul>	Language delay, expressive and receptive difficulties.
<ul style="list-style-type: none"><li>• Cognition and learning</li></ul>	Specific Learning Difference (SpLD), Dyslexia, dyscalculia and Meares Irlen Syndrome.
<ul style="list-style-type: none"><li>• Social, emotional and mental health issues</li></ul>	Autistic Spectrum Disorder ( ASD) and Attention Deficit Disorder ( ADD)
<ul style="list-style-type: none"><li>• Sensory and/or physical needs</li></ul>	Cerebral Palsy and Dyspraxia.

Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies. These agencies include:

Educational Psychology Service (EPS)  
Speech and Language Therapy Service  
Occupational Therapists  
Autism Outreach Team  
Physical/Sensory Support Service  
Educational Welfare Team  
Children's Services  
Essex Specialist Teaching Services  
School Nurse/Pediatric health team  
Emotional Wellbeing and Mental Health Service (EWMHS)  
Identification of SEN

If the support needed can be provided by adapting the school's core offer, then a child might not be considered SEN or placed on the SEN register. If, however, the support required is *different from or additional to* what is ordinarily offered by the school, the child will be placed on the SEN register at SEN Support. The school will then seek to remove barriers to learning and put effective special educational provision in place. We follow the guidance laid out within Essex County Council's Provision Guidance:

<https://schools.essex.gov.uk/pupils/SEND/Pages/Provision-Guidance.aspx>

This begins a cycle of *Assess, Plan, Do, Review* with the child/young person at the centre of the process. A pathway plan, which includes a One Page profile, may be started. This plan is intended to be a working document, which is regularly updated as more is understood about the child's SEN, including their response to interventions. Where a child and family would benefit from co-ordinated support from more than one agency an Early Help Assessment may be used to identify help required and to prevent needs escalating.

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### One Planning

We will record, in a One Plan the strategies used to support the child. The One Plan will show the short-term targets set for the child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. For all children with SEN, we follow an *Assess, Plan, Do, Review* cycle as stated in the SEN code 2014. If the One Plan identifies that support is needed from outside agencies, we will consult parents/carers prior to any support being arranged. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies from external support agencies. This will be recorded in the child's One Plan targets. Children are involved at an appropriate level in setting targets in their One Plans and in the review meetings. They are encouraged to share their views about their own performance.

### Partnership with parents and carers

The school works closely with parents and carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and carers. Parents and carers have much to contribute to our support for children with special educational needs. The school prospectus and SEN information report contains additional details of our policy for special educational needs, and the arrangements made for these children in our school. Our SENCO is always willing to talk to parents and carers. We have regular meetings each term to share the progress of special needs children with their parents or carers. We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

### Pupil participation

In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work begins in the Foundation Stage as we recognise the importance of children developing social as well as educational skills as soon as they start at school. Children are involved at an appropriate level in setting targets in their One Plans and in the review meetings. Children are encouraged to share their views about their own performance.

### The four-part cycle

**Assess:** We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases, we will draw on assessments and guidance from other education professionals e.g., Educational Psychologists (EP) and from health and social services.

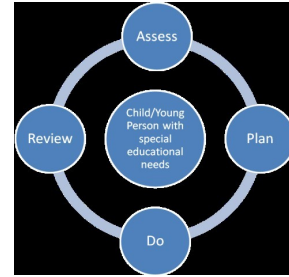
**Plan:** Where SEN Support is required the teacher and SENCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

**Do:** The class teacher is responsible for working with the pupil daily. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance, and advice for the teacher.

**Review:** The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENCO, parent/carer, and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

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The four-part cycle is used to work through the support process.



### **Requesting an Educational, Health and Care (EHC) needs assessment**

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health, and care needs. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs.

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

<http://www.essexlocaloffer.org.uk/> or by speaking to an Education, Health and Care Plan Co-Ordinator on telephone number: 0333 0139911 or by contacting the Essex Parent Partnership Service on: 01245 436036.

### **Annual Reviews**

Annual Review of a Statement of Special Educational Needs or EHC Plan must be reviewed at least annually with the parents, the pupil (where appropriate), the class teacher, the SENCO, the local authority, and any outside agencies that are working with the child. This review should focus on what is working well and what needs to be done to remove barriers to learning. At the review in Year 5, the aim should be to give clear recommendations as to the type of provision the child will require in secondary school. The SENCO of the receiving school should be invited to attend the final Annual Review in order to start planning an appropriate One Plan to start at the beginning of the new school year.

### **Roles and Responsibilities Governors**

Governors have a statutory duty to pupils with special educational needs. Appropriate resources should be secured by establishing a policy that has regard to the Code of Practice on the identification and assessment of special educational needs. A lead Governor has responsibility for liaising closely with the SENCO and Head Teacher. This Governor should attend training where appropriate and keep the Governing Body informed of all matters relating to special educational needs. The named school governor is Sunny Gunessee.

#### **The SEN Governor will:**

- help to raise awareness of SEN issues at governing board meetings.
- monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- work with the head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

#### **The Headteacher will:**

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

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### **Class Teachers will be responsible for:**

- the progress and development of every pupil in their class.
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- ensuring they follow this SEN policy.

### **The SENCO is responsible for:**

- the SEND policy and its implementation.
- coordinating support for children with SEND.
- updating the SEN register and maintaining individual pupil records.
- monitoring the quality of provision and impact of interventions.
- attending network meetings and updating staff referrals and liaison with outside agencies.
- line managing TAs with responsibility for SEND.
- providing professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- maintaining regular liaison with parents/carers.
- coordinating annual reviews.
- supporting staff in identifying pupils with SEN.
- mapping provision throughout the school.
- maintaining links and information sharing with receiving schools.
- In addition, the SENCO provides a personalised well-being programme to those children needing support with managing their emotions.

### **Monitoring and evaluation of SEN**

The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through:

- analysis of pupil tracking data and test results at pupil progress meetings.
- progress against national data and based on their age and starting points.
- interventions baseline and exit data.
- progress against individual targets.
- pupils' views.
- the SENCO is involved in supporting teachers involved in drawing up One Plans for children.
- the governing body reviews this policy annually and considers any amendments in the light of the annual review findings.
- The SENCO reports the outcomes of the review to the full governing body.

### **All staff can access:**

- The Manuden Primary School SEN Policy and SEND Local Offer.
- A copy of the full SEN Register

### **Guidance on identification of SEN in the Code of Practice:**

- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities (Provision Guidance).

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- Information available through Essex's SEND Local Offer.

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements, which will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents to aid the effective co-ordination of the school's SEN provision.

### Links with other schools

The school works in partnership with the other schools in the Local Delivery Group (LDG). This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

### Storing and managing information

Our school has a legal obligation under the Data Protection Act 1998 to keep personal information securely, including secure storage, archival and disposal. Children's pupil files are kept in locked filing cabinets in the school office. Class teachers keep a class SEN folder in their classroom. When a child has left the school or been removed from the SEN Register, all documents and paperwork relating to their SEND are archived and stored in an administrative office with no pupil or public access; the school keeps SEN paperwork for seven years, after which time it is disposed of securely.