



Meadows First School



Special Educational Needs Policy

Date: September 2023

Date of review: September 2024

Head Teacher: S Hewitt

Chair of Governors: J Barrow

SEND Team: H Dodman and R Rowley

Meadows First School

Special Educational Needs Policy

INTRODUCTION

This document is a statement of the aims, principles and strategies for provision for children with Special Educational Needs at Meadows First School. It is reviewed in accordance with the 2014 Revised Code of Practice and is reviewed annually by the Governors Curriculum subcommittee. The SEND Policy should be read in conjunction with Equal Opportunities Policy, Disability Equality Scheme and Accessibility Plan, Racial Equality, Inclusion and the Teaching and Learning Policy, as this forms an integral statement of the principles underpinning all the work of the school.

PURPOSE OF THE POLICY

This document provides a framework for the identification of and provision for children experiencing difficulties and barriers to their learning. It is written for the benefit of all members of the school community, to ensure that all are aware of the principles underlying identification and provision, and confidently committed to the agreed strategies.

The code of practice from the DfE offers guidance on the content of Meadows School's SEND policy. This document conforms to these guidelines, although the format differs from that set out in the Code of Practice. Figures given in brackets throughout the document refer to the Code of Practice.

SCHOOL AIMS

It is the aim of the school that each child should achieve the highest possible standards of academic attainment and personal development by:

- Creating an environment that meets the special educational needs and/or disabilities of each child.
- Quickly identifying, assessing and making provision for all children who need special consideration to support their physical, social, emotional or intellectual development.
- Ensuring that these children are immediately given appropriate support to allow every child full access to the National Curriculum/ Early Years Curriculum. Making clear the expectations of all partners in the process.
- Ensuring that parents are able to play their part in supporting their child's education.
- Ensuring that these children are fully integrated into all activities of the school.
- Ensuring that our children have a voice in this process.

PRINCIPLES

All pupils have individual needs. Many of these can be met within the normal environment of the classroom for most of the time through a differentiated curriculum and quality first teaching. Some children have additional needs and require additional support and/or adaptations. In school we keep a register of children who have additional needs who require something additional to the majority of their peers. We also keep a register of children we are continuously monitoring in school which includes children that may have previously been on the SEND register but have then been taken off.

RESPONSIBILITIES

All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work towards the schools aims by:

- being fully aware of the school's procedures for identifying, assessing, making provision for pupils with special educational needs and/or disabilities and then reviewing it.
- a commitment to a partnership approach to provision.

THE MANAGEMENT TEAM

Governors, Headteacher and Senior Staff work towards the school's aims by:

- Having due regard for the Code of Practice when determining the school's general policy and approach.
- Taking responsibility for devising and implementing this SEND Policy through widespread consultation, ensuring all staff are aware of the importance of providing for our SEND children.
- Monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken
- Establishing appropriate staffing and funding arrangements
- Informing parents about the success of the policy, any significant changes to it, resource allocation and consultation with the LA and with other schools
- Ensuring parents are immediately notified of a decision by the school that Special Educational Needs provision is being made for their child
- Designating a specific governor/ governors as having special responsibility for SEND who monitor arrangements and report regularly to the governing body ensuring all are aware of SEND provision, including the deployment of funding, equipment and personnel.
- Ensuring children with Special Educational Needs and/or Disabilities will be admitted in line with the school's agreed admission policy
- Ensuring the complaint's procedure is in line with the school's agreed policy

THE HEAD TEACHER

Works towards the school's aims by:

- Managing the provision for children with Special Educational Needs and/or Disabilities
- Keeping the governing body fully informed via Head Teacher's Report
- Working closely with the SENDCo team to co-ordinate provision

THE SENDCo team - Special Educational Needs and Disabilities Co-ordinators

Work towards the school's aims by:

- Co-ordinating provision for children with additional needs
- Supporting and advising colleagues
- Ensuring staff have the appropriate training to provide for children with additional needs
- Taking responsibility for the day-to-day operation of the school's policy
- Overseeing the records of all children with special educational needs and/or Disabilities
- Acting as link with parents
- Gaining child's views
- Acting as link with external agencies and other support agencies
- Monitoring and evaluating the special educational needs provision and reporting to the governing body
- Managing a range of resources, human and material, to enable appropriate provision for children with special educational needs
- Developing and monitoring the school information report
- Developing a school offer, which outlines support for pupils.

TEACHERS

Work towards the school's aims by:

- Being trained to meet the needs of children in the school.
- Providing a challenging, exciting curriculum that caters for the range of needs and abilities in their classroom.
- Using the Early Years/ National Curriculum to develop children's understanding through the use of all available senses and experiences, so they can fully participate in learning, in both physical and practical activities.
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude and changing circumstances affecting performance.
- Liaising closely with the SENDCo team in the identification, assessment, planning and monitoring of provision to support pupils who need help with communication and interaction, cognitive and learning, behaviour, emotional and social development and sensory / physical development.
- Writing Provision Maps for children, who may need additional or different help from that given to those of the same age. Then they follow a process of: Assess Plan, Do, Review (APDR cycles).
- Working closely and sharing weekly planning with teaching assistants who support individuals or groups of pupils
- Helping children to manage their emotions, particularly trauma or stress and provide pastoral care
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Interpreting assessment data
- Recognising parents as partners in the educational process and informing them of their child's special educational needs

PUPILS WITH SEND

Work toward the school's aims by:

- Working as hard as they can.
- Developing a growing understanding of their own needs
- Taking responsibility for their own learning

PARENTS

Work toward the school's aims by:

- Encouraging children to attend school regularly and punctually.
- Being realistic about their children's abilities and offering encouragement and praise
- Participating in discussions concerning their children's progress and attainments
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- Taking an active interest in children's learning by supporting in class where appropriate and giving due importance to homework, hearing reading, and assisting in learning of tables and spellings
- Allowing children to take increasing personal and social responsibility as they progress throughout the school
- Attending parents' evenings and other shared opportunities to engage with their children's learning e.g. parent workshops, stay & play

PARTNERSHIPS WITH PARENTS

The school ensures that parents are aware of the school's arrangements for SEND, through the school prospectus, website, Padlet, newsletter and personal contact between parents and teachers.

The school will liaise closely with parents and decide together if a child should be placed on the SEND register, strategies that will be used in school, agencies that will be involved and suggestions for parental support will be shared at this time and regularly updated. Valuing parents' wishes for the child will be paramount unless they are contradictory to the advice of other experts; in such circumstances the school would work to achieve a compromise position acceptable to all

Staff update provision maps regularly as part of the Graduated Response Cycle (Assess, plan, do, review) and these can be viewed by parents at any time. Parents will have the opportunity to discuss them at parents evening and with the SENDCo team

The SENDCo team will be readily available to meet with parents either in person, by phone or via email. The SENDCo team will also be available during Parents Evenings.

PROCEDURES FOR CO-ORDINATING EDUCATIONAL PROVISION

- SENDCo team given release time to co-ordinate
- Focus at Senior Management Meetings
- Regular meetings between SEND team and teaching assistants
- Regular meetings between Head, Deputy and SEND team
- Termly meetings between class teachers and SEND team
- Pastoral meetings between class teachers and SEND team
- Special Educational Needs Governor meets regularly with SEND team

SPECIAL FACILITIES

- Resource bases for Special Educational Needs and pupils with autism.
- Provision of lift to provide wheelchair access to all parts of the school
- Provision of Evac-chairs for safe evacuation
- Provision of bathroom management facilities
- Provision of Hive, for nurture and behaviour support.

ALLOCATION OF RESOURCES

- SENDCo team responsible for operational management of the specified and agreed resourcing for special needs provision within the school
- SEND and small group support
- Release time provided for reviews etc. with parents, the SENDCo, Educational Psychologist and outside agencies
- Headteacher informs governing body of how the funding allocated to support special educational needs has been deployed
- Additional staffing to support our most vulnerable children.

IDENTIFICATION. ASSESSMENT AND REVIEW

Early identification is important and so we undertake close liaison with our nursery feeder schools in advance of pupil's admission to this school. Discussions are held with nursery settings before a child starts school and where appropriate the SENDCo will visit the child in their current setting. Other methods used to assess pupils are:

- Early Years Profiles (E.Y.P.s) Year 1 Phonics testing, K.S.1 SATs results and class assessments
- Once termly review meetings between SENDCo team, teachers and support staff
- Regular classroom observations
- Termly meetings with Speech and Language Therapist to update on case load
- Referrals made to the SENDCo team by class teachers
- Expression of concern by parents, outside agencies or sometimes the children themselves
- Series of more specified standardised tests from within school or by outside agencies, to gather further information if required
- The commitment of all class teachers to making an initial response to a child's needs, calling upon other staff, the SENDCo team or the Head Teacher for support where necessary.
- The use of the IT programme, Edukey for provision mapping.
- The use of small steps tracking on Scholarpack.

LEVELS OF INTERVENTION:

There are three types of support:

Quality inclusive teaching

This includes providing scaffolded work and creating an inclusive learning environment.

Specific, additional and time limited interventions

This is aimed at pupils who need additional academic support or nurturing to help accelerate their progress and enable them to work at or above age-related expectations.

Targeted provision

This is for a minority of pupils who need highly tailored interventions in order to achieve their full potential.

Sometimes, it may be necessary to refer a child for further specialist support which may result in an **Educational Health Care Plan (EHCP)**. The EHCP will detail specialised support taking into account all aspects of your child's needs. The creation and delivery of these plans will be led by the local authority with schools developing and reviewing these plans with parents.

PROVIDING CURRICULUM ACCESS and INTEGRATION

All children have an entitlement to a broad and balanced curriculum, which is scaffolded to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's educational needs and provide quality first teaching:

- Lessons have clear learning objectives

- Work is scaffolded appropriately, by offering different types of support (adult support, resources, word banks, sentence starters etc.) whilst still allowing for high expectations and attainment for all children.
- Use of assessment to inform the next stage of learning

If these strategies alone do not work, a child may receive some targeted intervention. This intervention is additional to or different from the whole class learning and takes place in small groups or individually alongside the curriculum. For example, a phonics booster group. Interventions are available to any child (not just children with SEND) who need a short burst of additional support.

If adequate progress is not made, even with interventions, then the class teacher / SENDCo team will liaise with parents to decide on next steps.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the L.A. and a range of written evidence will support the request for an EHCP. (as already mentioned above)

Reviews are held termly with senior leaders, class teachers and SENDCo team to discuss all children and their progress/barriers to learning.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy:

- Teaching assistants support Literacy and Numeracy
- To maximise learning there are times when children are asked to work individually or in groups, outside the classroom with support; wherever children are withdrawn from the classroom situation, / work is provided by the class teacher or SENDCo to ensure it is suitably pitched for their need.
- The provision of mechanical aids to support learning
- Adaption of the material presented to a group within the class
- Children with special abilities in one or more area of the curriculum are encouraged to develop those skills and their progress is monitored by the class teacher. Extension work will be provided in consultation with the curriculum co-ordinator, who will be able to advise on a suitable programme.

INSET

The SENDCo team attend appropriate courses and conferences as they arise. Teachers, teaching assistants and special needs assistants also attend relevant courses. The SENDCo team attends regular SENDCo network meetings with other SENDCos in the area. Staff share expertise amongst themselves. The school buy a service level agreement with the Speech and Language Therapist who also provides training each year for all staff.

USE OF OUTSIDE AGENCIES

The school has links with a number of outside agencies who we liaise with where appropriate. Some of these agencies visit school. During visits they hold discussions with the SENDCo team and class teachers about specific children who are raising concern. They assess children either by observation in class or on a withdrawal basis and meet with parents.

Links with the following services who are giving support in meeting the needs of specific children:

- Early Intervention Family Support
- Speech and Language Therapy
- Learning Support Team
- Educational Psychologist
- Complex Communication Needs Team (CCN)
- CAMHS
- School Medical Service e.g. nurse
- Physiotherapy
- Visually & Hearing Impaired team
- L.A advisors
- The Health Authority
- Children's Services. (OR FAMILY FRONT DOOR??)
- Child Protection via LA
- Paediatrician
- Umbrella Pathway
- Occupational Therapist
- Chadsgrove Specialist school outreach

LIAISON WITH OTHER SCHOOLS

In addition to our links with our local Nursery feeder schools we also work closely with the staff responsible for co-ordinating special needs at our local Middle Schools. Transition arrangements ensure pupils visit their new school before the end of year 4 and teachers, SENDCo team and SEND support staff meet to discuss pupils. SEND records are passed on in the summer term.

EVALUATING SUCCESS

The school's SEN policy will be achieving its aims if:

- It has effectively demonstrated a procedure which has formulated, implemented, monitored and consistently evaluated education plans.
- The curriculum ensures all children's needs are met.
- Children are achieving individual targets.
- Parents have full confidence in the school's procedures and express satisfaction with the outcome for their children.
- All staff are fully committed to the school policy.
- The governing body reviews this policy annually and considers any amendments in the light of the annual review findings, ensuring the effective support and resourcing for all pupils with Special Educational Needs is met.