

# Milborne St Andrew First School

## SEND Policy

Document Detail	
Category:	SEND
Authorised By:	Local Governing Body
Author:	Jenna Wittman
Version:	1
Status:	Approved
Next Review Date:	February 2022

# **Milborne St. Andrew First School**

## **COMPLIANCE**

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 (*July 2014*), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (*DfE May 2014*)
- SEND Code of Practice 0 to 25 (*July 2014*)
- Schools SEN Information Report Regulations (2014)

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION**

The Headteacher has overall responsibility for Special Educational Needs and Disability in MSA First School.

The designated teacher responsible for coordinating SEND provision for children/young people is: Jenna Wittman

The person co-ordinating the day to day SEND provision for children/young people at School is: Jenna Wittman

The Governor with oversight of the arrangements for SEN and disability is: Roger Withey

Staff and Governors aim to create a caring community where children can flourish in a stimulating environment. The children's academic and personal development is a central part of the school's aims. Children are given opportunities to reflect on and celebrate their achievements in all areas of school life. We have high expectations of all our pupils and we are committed to developing every child to the best of their ability.

Our school is a secure place to learn, a place where children are encouraged to thrive and develop into young people, in a school community where learning, both academic and personal will continue regardless of age, ability level, race, gender or physical disability.

## **AIMS AND OBJECTIVES**

MSA First School has high aspirations for all children identified as having an SEND in our school. We strive to ensure all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

## **Aims**

- Create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- Identifying at an early age, individuals who need additional support and attention.
- Enabling each child to take part in and contribute fully to school life.
- Developing self esteem within individuals.
- Provide access to and progression within the curriculum.
- Working in partnership with parents to support children's learning and health needs.
- Provide quality training for staff that enables them to support children with special educational needs and disability.

## **Objectives**

To identify and provide for pupils who have special educational needs and additional needs

- To work within the guidance provide in the SEND Code of Practice, 2014
- To operate a "whole child, whole school" approach to the management and provision of support for special educational needs
- To provide support and advice for all staff working with special educational needs pupils

## **ROLES AND RESPONSIBILITIES**

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that MSA's arrangements are published on supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy.

The school sets targets for each child and monitors their progress regularly. If children are not making the expected progress the staff investigate why this might be the case. There can be a variety of reasons for this including, sometimes, a special educational need, which may be making learning difficult for that child.

If your child's teacher or you think that they may have SEND they should talk together in the first instance. Staff are highly skilled and have a range of interventions that they can do which may help to remove some of the barriers.

## **The SENCo**

The SENCO is Jenna Wittman

She will:

Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school.

Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

Provide 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.

Advise on the graduated approach to providing SEN support.

Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

Be the point of contact for external agencies, especially the local authority and its support services.

Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.

Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

Ensure the school keeps the records of all pupils with SEN up to date.

### **The SEN Governor**

The SEN Governor is: Roger Whitey

He 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 headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

### **Class Teachers**

Each class teacher is 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.

## **ADMISSION ARRANGEMENTS**

MSA First School uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, securing admission to school. In addition to this MSA First School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, MSA First School liaises with the local authority, health services and parents to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority's website.

<http://familyinformationdirectory.dorsetforyou.com/kb5/dorset/fsd/service.page?id=O0K24LBfwPo&localofferchannel=0>

## **FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY**

The school has an Accessibility Plan that is monitored, reviewed and then reported upon annually by the Governing body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children]with disability as defined by the Act.

The school has a range of specialist SEND facilities in place.

- Physical environments, wheelchair access
- Disabled Toilets
- Ramps to access school building and playground

## **SEN INFORMATION AND LOCAL OFFER**

The school website holds information about SEN and specific information on how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority's website. This can be found at [www.dorsetforyou.com/local-offer](http://www.dorsetforyou.com/local-offer) and then by using the search engine to find our

school or other Dorset schools. The local offer website holds a directory on facilities and resources available from many services within Dorset.

### **The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties;

Cognition and learning, for example, dyslexia;

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD);

Sensory and/or physical needs, for example, processing difficulties, cerebral palsy, epilepsy;

Severe and multiple learning difficulties.

### **IDENTIFYING PUPILS with SPECIAL EDUCATIONAL NEEDS and ASSESSING THEIR NEEDS**

The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEN under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

Children may have needs in more than one category of need and we aim to ensure that distinct plans match individual learning requirements.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

Is significantly slower than that of their peers starting from the same baseline.

Fails to match or better the child's previous rate of progress.

Fails to close the attainment gap between the child and their peers.

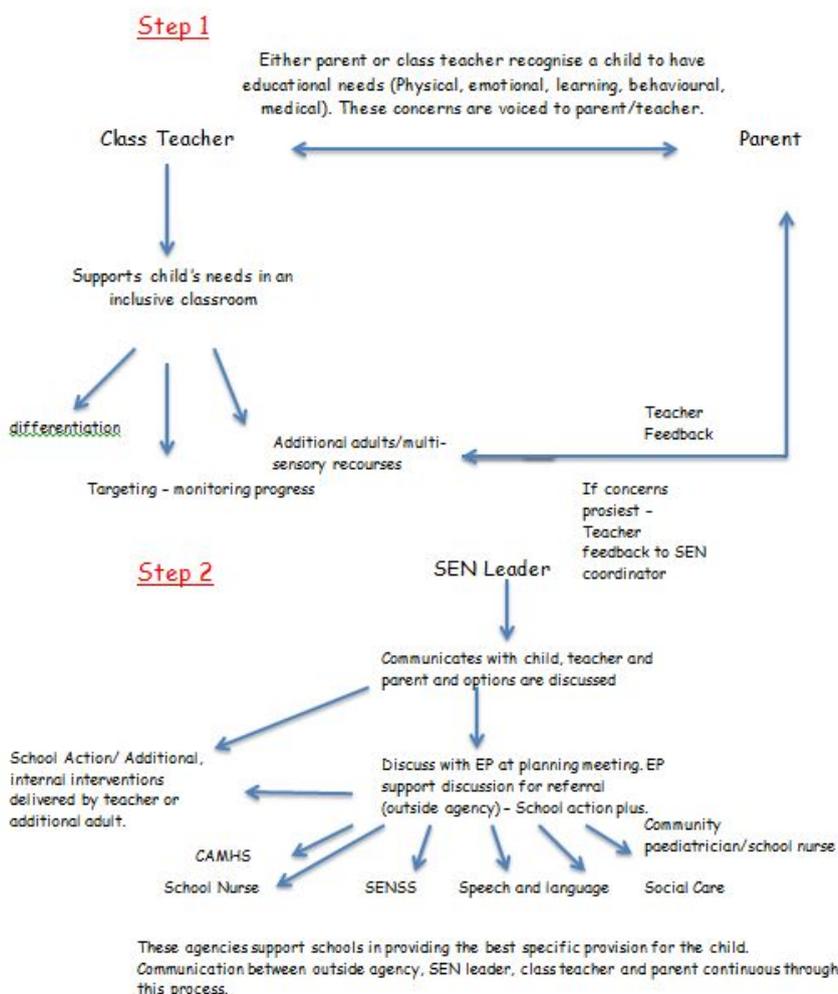
Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

What happens in school if we identify a child to have Special Educational Needs?



**Consulting and Involving Pupils and Parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty.

We take into account the parents' concerns.

Everyone understands the agreed outcomes sought for the child.

Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents.

### **Assessing and Reviewing Pupils' Progress Towards Outcomes**

Our teachers are responsible and accountable for the development and progress of the children in their class, including where pupils access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual children is the first step in responding to pupils who have or may have learning needs. This is known as a 'graduated response'. We regularly and carefully review the quality of teaching for all children including those at risk of underachievement. Where it is clear that additional intervention is not supporting progress it is likely that a child may have special educational needs. If a child has been identified as having special educational needs extra support will be put in place and the school will keep a careful record of this in order to monitor progress.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

The teacher's assessment and experience of the pupil

Their previous progress and attainment and behaviour

Other teachers' assessments, where relevant

The individual's development in comparison to their peers and national data

The views and experience of parents

The pupil's own views

Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Staff monitor the progress of all pupils to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

Some examples of other influences upon progress:

- Attendance and punctuality

- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Children
- Service children
- Disability where there is no impact on progress and attainment.
- Bereavement and family issues.

### **Adaptations to the Curriculum and Learning Environment**

We make the following adaptations to ensure all pupils' needs are met:

Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Adapting our resources and staffing.

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **Evaluating the Effectiveness of SEN Provision**

We evaluate the effectiveness of provision for pupils with SEN by:

Reviewing pupils' individual progress towards their goals each term.

Reviewing the impact of interventions after six weeks.

Using pupil questionnaires.

Monitoring by the SENCO.

Using Tapestry to measure and celebrate progress.

Holding annual reviews for pupils with EHC plans.

### **COMING OFF THE SEND RECORD**

A child will be removed from the SEN Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully and making progress in alignment with peers. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan.

However a child's progress will continue to be monitored by using the school's tracking systems.

## **SUPPORTING CHILDREN WITH MEDICAL CONDITIONS**

MSA First School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (*DfE April 2014*). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that MSA First School are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See the MSA First School's policy on "Supporting children at school with medical conditions".)

## **TRANSITION ARRANGEMENTS**

MSA First School is committed to ensuring that parents have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents and agree the information that will be passed to the next phase of education.

Special transition arrangements are made at all levels above and beyond what is part of the general transition process.

## **SEN INFORMATION**

MSA First School presents its SEND information in three ways:

- i. by information placed on the school website
- ii. by following the link from the school website to the local authority's Local Offer website;
- iii. through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites. These policies and plans are also available on the website.

- ✓ The SEND Policy
- ✓ The school's SEN Information
- ✓ Link to Dorset's Local Offer website
- ✓ The policy for Supporting children at school with medical conditions
- ✓ The Accessibility Plan

- ✓ Link to the Equality information
- ✓ Link to school admissions information

## **ACCESSIBILITY**

MSA First School publishes its Accessibility Plan on the school website.. Further information about our school's accessibility can be found on the local authority's *Local Offer* website.

## **COMPLAINTS**

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCO.

MSA First School publishes its Complaint's Policy on the school website.

## **REVIEWING THE SEND POLICY**

This policy will be reviewed annually and updated through Staff meetings, Parents Forum and Governor meetings.

## **LINKS TO OTHER RELATED POLICIES**

Supporting children at school with medical conditions

Accessibility Plan

Equality / equality information and objectives

Safeguarding

Data protection

Behaviour