

SEN policy and information report

Myddle CE Primary School

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Contents

1. Aims	2
2. Legislation and guidance	2
3. Definitions	2
4. Roles and responsibilities	3
5. SEN information report	4
6. Monitoring arrangements	8
7. Links with other policies and documents	8

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Myddle CE Primary School is committed to providing an appropriate and high quality education to all the children in our school. We believe that all children, including those identified as having Special Educational Needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school and strive to develop an environment where all children can flourish and feel safe.

Myddle CE Primary School is committed to inclusion. We aim to engender a sense of community and belonging, and to offer new opportunities to all learners. Our caring Christian ethos ensures that all children develop confidence, curiosity and a love of learning. We are committed to high standards of achievement for all our pupils.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs Samantha Foster.

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 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

4.2 The SEN Governor

The SEN Governor is Mrs Jan Donoghue.

She 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

4.3 The headteacher

The headteacher is Mrs Clare Williams.

She will:

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

4.4 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

5. SEN information report

5.1 The kinds of SEN that are provided for

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

- › Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- › Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We are committed to the early identification and intervention of children who may have SEND. 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 quality first teaching, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We promote a culture of co-operation between parents, schools, LAs and others. This is important in enabling anyone with SEND to achieve their full potential. 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 discussions will be added to the pupil's PDR and a copy given to their parents.

5.4 Assessing and reviewing pupils' progress towards outcomes

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

The class or subject 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 or 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.

School Support - If a teacher identifies a child who may have SEND it may be necessary to devise a Plan, Do, Review (PDR). This sets out any arrangements that are additional to and different from the usual curriculum. The teacher liaises with the SENCO and parents/carers and involves them in setting targets and strategies. These are shared with the child and reviewed each half-term/term, or as appropriate. If adequate progress is not made after an appropriate period of intervention and review, the teacher in consultation with the parents/carers, may conclude that further support and advice is needed. In some cases, outside professionals from health, social services, support services or the education psychological service may be involved with the child. A new PDR will be drawn up in consultation with the parents/carers.

Education Health Care Plan (EHCP) - In a very few cases it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether an EHCP may be necessary. We use the LA guidance to help make any such decisions. If, in rare cases, the child's needs are considered to be severe and complex, an EHCP may be issued by the LA.

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.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We have procedures in place to ensure that transfer arrangements take place with ease and are perceived in a positive light, by all our pupils. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the pupils.

Records of all children are sent to the receiving educational establishment for their attention. The SENCO will discuss with receiving staff any children identified as needing additional or different provision to enable continuity of support.

5.6 Our approach to teaching pupils with SEN

We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide a range of interventions if deemed necessary for SEN pupils.

5.7 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.

5.8 Additional support for learning

- TAs support children with SEND either one to one (EHCP pupils) or as part of a small group.
- Intervention programs are put in place where necessary.
- Advice from outside agencies is put in place when recommended.
- Appropriate differentiation of targets and tasks. (Many of the children who are not progressing as expected or falling behind their peers can be supported and have their needs met, through normal teaching and learning strategies, modifications to teaching approaches and to classroom organisation, or through provision of particular equipment.)
- Children's progress carefully tracked at all times.

5.9 Expertise and training of staff

The school has experience in supporting children with a variety of needs.

We have a plan for all staff and the SENDCO to be involved with further training in line with the priorities identified in the School Development Plan.

We have regular staff meetings where SEND issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information and legislation.

The SENDCO attends relevant training and disseminates the details to all the staff as is appropriate or individuals can access training that is necessary for their professional development.

There is an induction procedure for NQT's and new staff into the school's policy and procedures for SEND.

5.10 Securing equipment and facilities

We seek to provide the best access to the curriculum for all pupils, this includes the use of new technologies to support communication and enhance differentiation to meet their needs. This support forms part of our strategy to remove barriers for learning for those with SEND. A resource base is equipped with additional materials. A proportion of our budget is allocated for resources, which include identified materials for use to support children who need additional or different activities. The provision of additional support is made as appropriate from the delegated SEND budget and from the main school budget.

5.11 Evaluating the effectiveness of SEN provision

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

- › Reviewing pupils' individual progress towards their targets each term
- › Reviewing the impact of interventions each term/half term
- › Using pupil questionnaires
- › Monitoring by the SENCO
- › Using provision maps to monitor interventions
- › Holding annual reviews for pupils with EHC plans
- › The SENCO assists class teachers to monitor classroom practice, analyse pupil tracking data and test results for pupils with SEND.
- › SEND is part of our school self-evaluation arrangements in the School Development Plan
- › The governing body will, on a termly basis, report on the effectiveness of the work and annually consider if any amendments to the SEND Policy need to be made.

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

Provision for children with SEND is a matter for the school as a whole. Within the framework of our admissions policy, we welcome all children to our school and endeavor to ensure that appropriate provision is made to cater for their needs.

All children with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary, the parents/carers are always informed.

Pupils with learning difficulties and/or EHCPs are admitted into school and fully integrated unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The entrance to school is accessible to wheelchair users and they can access the main classrooms and toilet for the disabled

Our school's accessibility plan can be viewed at https://myddleschool.org.uk/wp-content/uploads/2018/01/Accessibility_Policy_.pdf

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- › Pupils with SEN are encouraged to join school groups such as school council, eco council
- › We have a Learning Mentor in School to provide pastoral support as needed
- › We have a zero-tolerance approach to bullying
- › Our PSHE scheme is aimed at developing pupil's resilience and good mental health.
- › Children are encouraged to follow The Myddle Magic rules and demonstrate good behavior which is rewarded.

5.14 Working with other agencies

Advice and support from outside agencies is available if requested by the school. These agencies include :

- Woodlands Outreach Service
- Spectra Autism Outreach
- Reach for Inclusion
- SALT
- SSLIC
- School Nurse
- Educational Psychologists

5.15 Complaints about SEN provision

We endeavor to do our best for all children but if there are any concerns, we encourage those concerned to approach the class teacher in the first instance, or the SENCO Mrs Foster or the head teacher Mrs Williams and a response will be made as soon as possible, all in accordance with the school's Complaints Policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- › Exclusions
- › Provision of education and associated services
- › Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Parents/carers can access support services by accessing <https://shropshire.gov.uk/the-send-local-offer/family-support> online.

5.17 Contact details for raising concerns

Mrs Clare Williams, Headteacher or Mr Bernard Leeden, Chair of Governors.

5.18 The local authority local offer

Our contribution to the local offer is: <https://myddleschool.org.uk/home/key-info/send/>

Our local authority's local offer is published here: <https://shropshire.gov.uk/the-send-local-offer/>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCo, Mrs Samantha Foster, **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on

- › Accessibility plan
- › Behaviour
- › Equality information and objectives
- › Supporting pupils with medical conditions