

Moss Side Primary School Policy

Special Educational Needs and Disability



This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (July 14 and updated January 2015) and has been written with reference to the following guidance and documents:-

- Children and Families Act 2014
- Equality Act 2010; advice for schools DFE Feb 2013.
- The Special Educational Needs and Disability Regulations 2014
- Statutory Guidance on supporting pupils at school with medical conditions April 2014.
- The National Curriculum Key Stage 1 and 2 framework document Sept 2013.
- Safeguarding Policy.
- Accessibility Plan.
- Teachers' Standards 2012.

It was created by the school's SENDCo with the SEN Governor, in liaison with the SLT, all staff and parents of pupils with SEND.

1. Special Educational Needs and Disabilities at Moss Side Primary School

All children are entitled to an education that enables them to make progress so that they:-

- Achieve their best.
- Become confident individuals leading fulfilling lives.
- Make a successful transition to adulthood.

Every teacher at Moss Side is a teacher of every child, including those with SEND. We aim to improve outcomes for children with SEND through high aspirations and expectations for our children with SEND.

A pupil has SEND when their learning difficulty or disability calls for special educational provision, namely ***provision different from or additional to that normally available to pupils of the same age.***

At Moss Side, SEND falls into 4 broad areas of need:

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

Please note that some pupils may fall into more than one category.

In addition, we also consider:

- Independence and Self-Help Skills
- Emotional and social development

These areas may be broken down into further categories using the definitions in appendix 1 at the end of this document.

What is most important?

- correctly identifying a child's needs
- ensuring that the correct provision is in place to support the child's identified needs
- regular reviews of the child's needs

It is acknowledged that the following issues may impact on progress and attainment but should not be labelled SEN:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium (Ever 6 FSM, looked after/post-looked after, service child) grant

In order to ensure that all pupils in the school fulfil their potential, including those with special educational needs, the governing body will:-

- Ensure that there is a Special Educational Needs Co-ordinator (SENDCo) in place.
- Ensure that funding, where available, is targeted at the appropriate children.
- Ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensure that teachers in the school are aware of the importance of identifying and providing for, those pupils who have special educational needs.
- Ensure that pupils with special educational needs are fully integrated into the life of the school so far as reasonably possible.
- To report to parents on the implementation of the school's policy for pupils with SEND.
- Have regard to the SEND Code of Practice when carrying out its duties towards all pupils with SEND.
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.
- Review, on an annual basis, the SEND policy, and monitor the additional educational needs expenditure.
- Ensure the school works within the guidance provided by the SEND code of practice 2014.

2. Staff with responsibility for SEND

- Headteacher (Mr A Wright)
- SENDCo (Mrs Nicola Evans)
- Parent Support Co-ordinator (Mrs K Gardner).
- Class teachers and teaching assistants.

Outreach teaching support may come from:

- Speech and Language Therapy
- Occupational Therapy
- Specialist Inclusion Teachers
- Local Authority Cluster Educational Psychologist
- Visual Impairment Team
- Hearing Impairment Team
- External Educational Psychologist (Acorns)

- Governor with SEND responsibility (Mrs Michaela Brown)

3. The co-ordination of the provision for pupils with SEND

- When identifying the needs of a pupil, the needs of the whole child will be considered and not just the special educational needs.
- The headteacher has responsibility for day-to-day management of all aspects of the school's work, including provision for children with SEND.
- The headteacher should keep the governing body fully informed and work closely with co-ordinators.
- All teaching and non-teaching staff should be involved in development of SEND policy and be fully aware of school's procedures for identifying, assessing and providing for pupils with SEND.
- Arrangements for assessment are set out in the appropriate policy.

The SENDCo has the following key responsibilities:

- overseeing the day to day operation of the school's SEN policy
- co-ordinating provision for children with SEND
- advising on the graduated approach to providing SEND support
- liaising with parents of pupils with SEN
- being a key point of contact for, and liaising with, external agencies
- liaising with all involved at times of transition for a child with SEND
- ensuring school keeps the records of all pupils with SEN up to date

-working with the headteacher and school governors to ensure school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

4. The admission arrangements for pupils with SEND

All children, including our SEND children, take part in our admission programme involving:

- Getting to Know You sessions
- Taster sessions in school
- Home visits

We begin to build up a picture of what the child's needs are by:

- Meeting the child in school for visits and meetings.
- Talking to the child's parents.
- Talking to nursery and playgroups about the child.
- Reading through any EHCPs and IEPs (individual education plan) from the early years setting.

On transfer to another school, relevant information relating to a child's special needs will be discussed with the receiving school. Relevant information will be transferred via CPOMs. If further information is required, the SENDCo will continue to be available, to the new school, for support and information. This may include, where appropriate:

- Targeted Learning Plans
- Assessment details
- Background information
- EHCP

NB. If a child has an EHC plan, the new school will have to be named in an amended EHCP. It is the responsibility of the SENDCo to ensure that an EHCP review takes place prior to the transfer.

5. We do not specialise in any one type of SEND but rather admit children from the local community. The school does not have a special unit.

6. Facilities for pupils with SEND, which increase or assist access to the school by pupils who are disabled, include the following:

- Ramps to front door, upper junior extension and hall
- Fox Denton chairs for PD children
- Adjustable table
- Computers adapted for use with a roller ball control
- Toilets adapted with handrails

Details of how our school increases and promotes access for disabled pupils are available in our school's equality and accessibility plan.

7. Allocation of resources for children with SEND

- Use of teaching assistants for additional support of SEND children
- Support from outside agencies, ie physiotherapy, occupational therapy and speech therapy for pupils where required.
- Support from SEND Specialist Teaching Service (specialist guidance) and county oversight by SENDO.
- Provision of differentiated materials
- Differentiated activities supported by teaching assistants from EYFS to Y6.
- 1 : 1 support.

- Playtime/lunchtime support.
- IT resources designed to support learning
- Sensory needs input

8. Graduated Approach for pupils with SEND

Following the Graduated Approach, as set out in the SEND Code of Practice 0-25 (July 14 and updated January 2015), of assess, plan, do and review is at the heart of our approach at Moss Side Primary School.

Assess

Despite the class teacher's support and differentiated planning, some children have difficulty in learning. If this happens we will carry out a clear analysis of the pupil's needs. This will draw on teacher assessment and knowledge of the pupil, previous progress and attainment, views of parents and the child. The opinions of other professionals who may be working with the child may also be taken into consideration. The child will then be identified as having AEN (Additional Educational Needs) and placed on a class provision map. At this point we will place the child onto our system and they will be given additional support in the particular area of concern.

The class teacher, SENDCo and the Head Teacher will have discussions regarding the child's progress. If, despite additional interventions, we are still concerned that a child is not making progress (either socially, academically or both) we will increase the help that is given to them and place them onto SEN Support.

If this occurs the child will be given a Targeted Learning Plan (TLP). We will do this if we feel that a child is falling significantly behind the rest of the class and we feel that they would benefit from additional expertise to plan appropriate curriculum activities. If this is the case we may ask for advice from professionals not directly employed by the school. We also regularly use teaching assistants who are able to provide additional specialised school support. The Learning Plan will be reviewed termly by both the Class Teacher and the SEN Coordinator. Parents will have the opportunity to discuss their child's progress.

In a small number of cases where a child meets the LA criteria for action we will refer the child to the LA so they can consider making a detailed diagnostic assessment and potentially requesting an Education, Health and Care Plan (EHCP). This will be fully discussed with the parents beforehand. For pupils who have a Statement of Special Educational Needs/Education and Health Care Plan (EHCP), the school will hold statutory reviews and meet all statutory requirements.

Plan

Where it is decided to provide a pupil with SEN support, the parents will be notified. The teacher and the SENDCo should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an Education and Health Care Plan, the local authority, in co-operation with the school, must review that plan as a minimum every twelve months.

9. Arrangements for providing access by pupils with SEND to a broadly-based curriculum (including National Curriculum)

- All children are given access to the national curriculum frameworks.
- The school, through its cycle of observation, assessment, planning and review, make provision for increased curriculum differentiation for its SEND pupils.
- The school ensures suitable learning challenges are set.
- The school responds to pupils' diverse needs.
- The school overcomes potential barriers to learning.
- All children are given the best possible chance to demonstrate their full ability in test situations through the use of access arrangements e.g. extra time where necessary.

10. Participation in whole school activities by pupils with SEND

Pupils with learning difficulties may be withdrawn for differentiated maths and literacy activities; however they remain in the classroom setting with their peers for the remainder of their work, thereby participating in all school activities in which their peers are involved. Pupils with physical disabilities remain, when appropriate, in the classroom setting with support assistance, fully participating whenever possible.

11. Review of SEND by the Governing Body

- Governors ensure that they are fully involved in developing and monitoring the schools SEND policy
- The SEND governor is up to date and knowledgeable about the schools SEND provision.
- SEND provision is an integral part of the school development plan.
- The quality of SEND provision is continually monitored.

12. Arrangements made by the governing body relating to treatment of complaints by parents of pupils with SEN

The governing body will provide disagreement resolution arrangements, to facilitate early and informal dispute resolution. This will be done via LCC's complaints procedure.

13. In service training for staff in relation to special educational needs

Staff attend LCC in service courses where it is appropriate eg. to update their knowledge; acquaint themselves with new legislation etc.

SEND training is built into our School Development Plan around changing school needs.

The SENDCo also attends the local SEND cluster group. Information gained in this way is disseminated to the rest of the staff during staff meetings.

14. Use made of teachers and facilities from outside the school

Specialist outreach teachers support SEND children where appropriate, in the same way specialists from the health service support children with communication and interaction difficulties, sensory and physical difficulties and social, emotional and mental health needs. These include physiotherapists, speech therapists, occupational therapists and CAMHs. These services are based at Jubilee House and Broadoaks Child Development Centre.

15. The role played by the parent

Through regular formal and informal meetings, we keep the parents of children with SEND fully informed about their child's progress and what their future targets are. They are also advised about ways in which they could help at home (where appropriate). Great importance is placed on the partnership between school and home.

16. Links with the health service, social services, welfare services and any other voluntary organisations

As stated in section 14, health service providers come into school to support children with a range of needs. We are also supported from helpers from organisations such as Cruise (bereavement counselling) and Young Carers (for children acting as carers from a member of their family).

If it is felt a child is at risk of significant harm a referral will be made to Lancashire Children's Social Care for further assessment.

17. Supporting pupils at school with medical conditions

- We recognise that pupils at school with medical conditions will be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case we will comply with our duties under the Equality Act 2010.
- Some may also have SEN and may have an EHC plan which brings together health and social care needs, as well as their specialist education provision.

See *Supporting children with medical conditions policy* for further guidance.

18. Monitoring and evaluation of children with SEND

The schools' practice is regularly and carefully monitored and the quality of provision for pupils is evaluated through observation by and involvement with the SMT.

Pupils and parents views on all aspects of school, including provision for SEN children, are collected via the Lancashire survey.

19. Training and resourcing

The majority of funding for SEND is provided through the normal school budget. Children with a high level of need may gain access to the LA top up funding.

20. Data Protection and Confidentiality

It is important to recognise that reports etc on children with SEND issues may contain details of a confidential nature. These will only be shared with staff involved on a need to know basis.

Changes in procedure are cascaded down to staff via inset and staff meetings.

Appendix 1

Autistic Spectrum Condition/Hearing Impairment/Visual Impairment/MSI

These are medical conditions and therefore require medical diagnoses from appropriate health professionals.

Speech Language Communication Needs

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Learning difficulties

In view of the information provided above it is being proposed that children and young people with SEND are considered to have learning difficulties when they meet the following criteria:

- Lower intellectual ability (usually an IQ of less than 70)
- Significant impairment of social or adaptive functioning
- Onset in childhood

Estimated level of academic performance at the end of each key stage for pupils with an IQ score of 70 or less is provided in the table below.

Chronological age (years)	Educational level estimated to equate to IQ score of 70 or below
7	Working within EYFS
11	Working within KS1
14	Working within lower end of KS2
16	Working within upper end of KS2

Impairment in adaptive/social functioning will be evident in the following domains:

- Conceptual, that includes skills in language, reading, writing, math, reasoning, knowledge, and memory.
- Social, refers to empathy, social judgment, interpersonal communication skills, the ability to make and retain friendships, and similar capacities.
- Practical, centres on self-management in areas such as personal care, job responsibilities, money management, recreation, and organising school and work tasks.

Moderate learning difficulties: these pupils meet the above criteria. They are able to take care of themselves, travel to familiar places in their community, and learn basic skills related to safety and health. Their self-care requires moderate support.

Severe learning difficulties: these pupils have major delays in development. Pupils often have the ability to understand speech but otherwise very limited communication skills. Despite being able to learn simple daily routines and engage in simple self-care, individuals with severe learning difficulties need supervision in social settings. The care needs of these pupils typically require ongoing support within a supervised environment.

Profound learning difficulties: these pupils cannot live independently. They require close supervision and help with self-care activities. They have very limited ability to communicate and often have physical limitations.

Specific Learning Difficulties

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social Emotional Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety

or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Physical Disabilities

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.