

Mandale Mill Primary School



Policy for Special Educational Needs and Disability (SEND)

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Prepared by	Miss L Moore
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Making an Impact on Lifelong Learning

Mandale Mill Primary School
SEND Policy

Mission Statement

We believe that education touches every part of human personality and achievement. We believe that the children placed in our care, the adults who work here, the parents, the governors and the members of the wider community are the lifeblood of our school.

Mandale Mill Primary School aims to provide the best possible support to enable a child with Special Educational Needs to reach his/her full potential. Mandale Mill's SEND policy for young people with special educational needs or disabilities is governed and informed by the statutory framework set out in:

- Education Act 1996
- SEN code of practice 2001
- Education Act 2002
- Children's Act 2004.
- Disability Discrimination Act 2005
- Education and Inspections Act 2006
- Education and skills Act 2006
- Equality Act 2010
- Children and Families Act 2014
- SEND code of practice 2014

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

We regard pupils as having a SEND if they;

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the local education authority.
- Are under compulsory school age and fall within the definitions above or would so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

For children of two or over, educational provision is that, which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area.

Aims

- To support all pupils and staff within school, from nursery onwards.
- To identify and make appropriate provision for children deemed to have special education needs.
- To ensure all children have access to a broad and balanced curriculum.
- Support pupils with SEND by providing access to a broad, balanced curriculum through structured planning, differentiated work and effective use of staff and resources.
- To work in close partnership with parents or carers when supporting special needs of a child ensuring they have relevant information and guidance.
- To provide an effective identification, monitoring and assessment structure for special educational needs.

- To use guidelines provided by the Local Authority (LA) and refer to the Code of Practice;
- To train and support all staff with regard to SEND.

Admission Arrangements

Mandale Mill Primary School provides for children with a wide range of abilities and places for children with special educational needs are allocated in line with the LA Admissions Policy. We actively seek to promote Mandale Mill Primary as an inclusive school where teaching, learning, achievements, attitudes and well-being of every child matters. The school has at present a 10 place Infant Assessment Support Class. However, due to transition, no new children will be admitted to this class.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the governing body; the school's Head Teacher, the SENDCO and all other members of staff have important responsibilities. Class teachers are responsible for setting suitable learning challenges, responding to pupil's diverse needs, for overcoming potential barriers to learning and for monitoring progress. The Headteacher and SENDCO keep the Governing Body fully informed on SEND issues.

The voice of the pupil

The Code of Practice highlights the importance of pupil's participating in all discussions about their education, seeking their views about their needs and aspirations. At Mandale Mill Primary School we encourage pupils to share concerns, make choices and express their opinions within a mutually respectful environment.

Partnership with Parents

The school wishes to foster positive, open relationships with all parents, and welcomes and encourages parental involvement at all stages of SEND assessment and provision. The school aims to take full account of parents' views and wishes, and to keep parents fully informed of all significant developments in relation to their child's special educational needs. Parents' consultation evenings three times per year provide a forum for discussion of progress made by children with SEND, as do Annual Review Meetings and other Review Meetings with parents of children with a Statement of Special Educational Needs or Education Health Care Plans. Parents are encouraged to help their child and support any specific programmes put into place by school or other agencies. No outside agency will be involved without the parent's knowledge. Parents are informed of the Stockton Special Educational Needs and Disability Information, Advice and Support Service (SEND IASS) by either the SENCO or class teacher.

Identification, Assessment and Provision

In line with the SEN Code of Practice we employ a graduated response to supporting children who have special educational needs. This recognises that there is a continuum of special educational needs and brings increasing specialist expertise to support the difficulties that a child may be experiencing. At Mandale Mill Primary School records are kept which give detailed information about the steps taken to meet the needs of individual children. They are the responsibility of the SENCO and are available as needed.

Monitoring Children's Progress

Pupils who are identified as not progressing as expected, will be discussed initially with the SENDCO. The class teacher through school based assessments and close monitoring of progress will provide evidence of inadequate progress. Triggers for concern about a child who despite receiving differentiated learning opportunities makes:

- Little or no progress even when teaching approaches are targeted particularly in a child's area of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills

- Presents persistent emotional, social or mental health difficulties which are not overcome by our school behaviours systems and which substantially and regularly interfere with the child's own learning or that of the class group despite having an individualised behaviour management programme
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment. They may require regular advice or visits by a specialist service.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum. The difficulties may impede the development of social relationships and cause substantial barriers to learning.

SEN Support

Where a pupil is identified as having SEND, we will take action to remove barriers to learning and put effective provision in place. This SEN support will take the form of a four-part cycle – **assess, plan, do, review**, through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. **(Special educational needs and disability code of practice: 0 to 25 years – June 2014)**

At this stage the child will be supported by interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. The class teacher should:

- Gather relevant information about the child's needs
- With the SENDCO draw up an appropriate action plan/targets for the child through a SEN support plan.
- Ensure that the child's parents are informed about support actions
- Monitor and review the child's progress.

The class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. The nature of the intervention may include:

- Different learning materials or special equipment
- Some group or individual support
- Access to LA support services for one off or occasional advice on strategies or equipment.

Statement of Educational Needs and Education Health Care Plans (EHCP)

The SENCO will arrange annual reviews for the children who currently have a statement of educational needs and reviews for children who will have an Education Health Care Plan under the new legislation. For some children, SEN support does not give them the essential support to enable adequate progress and with parents and advice from external agencies, school may suggest that we ask the LA to initiate an EHCP assessment.

SEN support plans, IBP's and Costed provision map

Children on the SEN register receive additional provision to target their needs. The costed provision maps for intervention group are monitored by the SENDCO and Headteacher. The children all have a SEN support plan which follows the Assess, Plan, Do, Review. Children who have emotional, social or mental health difficulties may have an individual behaviour plan.

Allocation of Resources

At present the school receives funding for pupils with SEND in line with other schools in Stockton. We access support from external agencies such as the Inclusion Team, Educational Psychology Service, Occupational Therapy Service, Speech and Language Therapy Service and other relevant Health and Social Services. We have a wide range of specific SEND resources including ICT software which are centrally

located or allocated to classrooms or individual children. The school is accessible for disabled pupils and we have an Accessibility Plan that is reviewed annually.

Inclusion

Mandale Mill Primary School strives to be an inclusive school which encourages a sense of community and belonging through:

- An inclusive ethos.
- A broad and balanced curriculum for all pupils.
- Systems for early identification of barriers to learning and participation.
- High expectations and suitable targets for all children.

Evaluating Success

The success of the school's SEND Policy and Provision is evaluated through:

- Monitoring of classroom practice by SENDCo and Subject Leaders
- Analysis of pupil tracking data and test results for individual pupils and year group cohorts.
- Value added data for pupils on SEND register.
- Monitoring of procedures and practice by SEND Governor.
- Termly SEN review meetings.
- School Self Evaluation
- The school improvement plan and SEND action plan.
- The LEA SEND moderation process.

Infant Assessment and Support Class

Mandale Mill have an additionally resourced and targeted provision within a mainstream setting for Key Stage 1 pupils with learning difficulties and/or some social immaturities who are working significantly below expected levels in all areas of the curriculum. The pupil's primary need is identified by professionals as being a significant learning delay. This is likely to be evident in delayed cognitive, speech and language, motor and self help skills. While in the provision the children will be assessed through a multi-agency approach to identify their future long term needs. The provisions cater for children of reception age to the end of Key Stage 1. Most pupils are expected to be admitted at the beginning of their full time education. Admission of a Y2 pupil will be considered in exceptional cases only.

Admission Process

All applications for a place in the provision must be made through the process set out in the ARP document found within schools. The school cannot accept applications directly from other schools or from parents / carers. The application will be considered by the LA SEN High Needs Panel. The Panel will decide whether the entry criteria for the provision are met. If the criteria are met the pupil's name will be put forward for the next termly placement meeting for the provision. If the criteria are not met, the applying school will be informed, with reasons for the decision.

A placement meeting will take place at least once a term, attended by the HeadTeacher and other school representatives and representatives from the Educational Psychology Service, SEN and Transitions Team and the Engagement and Learning Team. This meeting will consider available places, the needs of pupils already attending the provision and timescales for admitting pupils on the list.

Last reviewed November 2016

