



Middlewich Primary School Special Educational Needs and/or Disability Policy (SEND)

At Middlewich Primary School we aim to ensure that all pupils with special educational needs achieve their absolute best, are emotionally secure and have the highest of aspirations. Through carefully planned teaching, which is precisely matched to children's individual needs, we expect all pupils to make very good progress from their starting points, both academically and in their wider life skills and achievements. It is our belief that all pupils, either with or without a disability, should access a rich curriculum which is engaging and enjoyable and, importantly, prepares them for the next stage of their education.

OVERVIEW - Identification, Assessment and Provision

This SEND Policy will be used alongside our personalised 'School Local Offer' and the SEN Information Report. It makes due reference to the Special Educational Needs and Disability Code of Practice 2014, Children & Families Act 2014 and the Equality Act 2010.

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head teacher and the Special Educational Needs Coordinator, this policy applies to all other members of staff both teaching and support staff in their day-to-day responsibilities.

OBJECTIVES - All teachers are responsible for children with special educational needs.

- To identify and provide for pupils who have special educational needs and additional needs
- To ensure that all pupils have access to a broad and balanced curriculum and ensure this is differentiated to meet each child's individual requirements.
- To use our best endeavours to ensure that SEND pupils make good progress across the curriculum and achieve to the best of their ability.
- To develop partnership and high levels of engagement with parents/carers.
- To provide support and advice for all staff working with special educational needs pupils.
- To ensure that all staff are confident in working with pupils with additional needs.
- To ensure that SEND pupils have the opportunity to take part in the full range of school activities - with reasonable adjustments made where needed.
- To promote effective partnership with outside agencies when appropriate.
- To ensure that SEND pupils are involved in decisions affecting their future SEND provision.

Graduated approach

Step 1 - Quality First Teaching:

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support and/or interventions from teaching assistants and other specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Senior leaders, including the SENCO regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

Step 2 - Short term interventions:

Pupil progress is carefully monitored through high quality and accurate formative & summative assessment, using a range of standardised tests, and the school's own assessment system.

A range of strategies, including short term interventions are put in place for pupils who are not making expected progress.

The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning, thus enabling the child to reach their full potential.

Where it is decided that a pupil does have SEND, the decision is recorded in the school records and the pupil's parents/carers are formally informed that special educational provision is being made.

Consideration of whether special educational provision is required starts with the desired outcomes for the learner. This includes clarifying the expected progress and attainment the pupil needs to make, and the views and wishes of the pupil and their parents/carers.

As state in the Code of Practice pupils are only identified as having SEND if they do not make adequate progress once they have received interventions/adjustments and good quality personalised teaching.

We may seek advice from professionals at all levels of this process.

We aim to build considerable parental involvement into this process in order to maximise learning situations.

Step 3 - SEN Support

1. Where children fail to make expected progress or sustained improvements after support as outlined in Step 2 we will take the necessary steps to ascertain whether this is the result of a Special Educational Need.
2. Children have special educational needs if they have a *learning difficulty that calls for special educational provision to be made for them.*

Children have a learning difficulty 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 area of the local authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.” (Code of Practice September 2014)

Special educational provision should be matched to the child’s identified SEND. Children’s SEND are generally thought of in the following four broad areas of need and support

- Communication and Interaction
 - Cognition and Learning
 - Social, mental and emotional health
 - Sensory and /or physical. *(for more information see Appendix 1)*
3. These areas give an overview of the range of needs that we plan for. However, individual children often have needs that cut across all these areas and their needs may change over time.
 4. Once a potential special educational need is identified, four types of action should be taken to put effective support in place
 1. Assess: 2. Plan: 3. Do: 4. Review*(for more information see Appendix 2)*
 5. Specialist Services and teachers may be called upon to provide advice, recommendations and/or specific programmes.
 6. Where a pupil is receiving SEN Support, we will ensure that appropriate staff meet parents/carers regularly to identify specific outcomes, set goals and discuss the activities and support that will help achieve them. In addition they will review progress and identify the responsibilities of the parent/carer, pupil and the school.

7. Some pupils may receive a School Focused Plan, which will identify desired outcomes for the learner informed by parent and pupil voice and professional working with the pupil. It will include details of the strategies/interventions to support the achieving of these outcomes.

Outcomes

Should children still not be making appropriate progress at an acceptable level the formal assessment procedures for an Education Health and Care Plan will be started by the SENCO in conjunction with the Parents/carers and other Specialist Services following the legal assessment procedures outlined in the Local Offer by Cheshire East Local Authority.

Step 4: Education Health and Care plans/Statements. (EHCP)

In accordance with the Local Authority's timeline Statements will be reviewed and where appropriate will be converted to Education Health and Care plans over the next three years. In the meantime objectives outlined on pupils Statements of SEN will be closely adhered to by the school and will be reviewed annually.

1. Where pupils are subject to an Education Health and Care plan, the process outlined within Step 4 will be followed, where necessary with addition, personalised support to enable pupils to access this process.
2. EHCPs will be reviewed at least annually by school staff in conjunction with parents/carers and specialist agencies, and this will be co-ordinated by the SENCO.
3. Each and every EHCP intervention will be evaluated alongside the school assessment system, and the school SENCO and Senior Leadership team will monitor and evaluate the use of any additional funding associated with these plans.

Monitoring

The individual progress of pupils with SEND will be monitored by the class teacher supported by the SENCO and the Senior Leadership Team using the school assessment system.

A full report on the progress of children will be presented to the Governing Body once per year and the identified SEN Governor will be encouraged to take a full challenging role regarding the progress of these children with both the SENCO and Head-teacher/Senior Leadership team.

The SEND Policy will be reviewed annually.

Signed----- Date -----

Approved by the Governing Body

V Smith / G Reynolds /S La Porta – SEND Co-ordinator January 2017

Appendix 1: SEND Code of Practice 2014 - Broad areas of need

Communication and interaction

6.28 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. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 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.

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 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 and mental health difficulties

6.32 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.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

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.

Appendix 2: Graduated approach - taken from the SEN Code of Practice 2014

Assess

6.45 In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents/carers, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent/carer. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.

6.46 This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

6.47 In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents/carers agree.

Plan

6.48 Where it is decided to provide a pupil with SEN support, the parents/carers **must** be formally notified, although parents/carers should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent/carer 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.

6.49 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. This should also be recorded on the school's information system.

6.50 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.

6.51 Parents/carers should be fully aware of the planned support and interventions and, where appropriate, plans should seek parent/carer involvement to reinforce or contribute to progress at home. The information set out in 6.39 should be readily available to and discussed with the pupil's parents/carers.

Do

6.52 The class or subject teacher should 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 should 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 SENCO should support the class or subject 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

6.53 The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.

6.54 The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents/carers. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should 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/carer and pupil.

6.55 Parents/carers should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

6.56 Where a pupil has an EHC plan, the local authority **must** review that plan as a minimum every twelve months. Schools **must** co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf. Further information about EHC plan reviews is given in Chapter 9, Education, Health and Care needs assessments and plans.