

Menston Primary School



Special Educational Needs and Disability POLICY

(Statutory)

Menston Primary School
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Headteacher
Marie Wilson

Approved by the Full Governing Body October 2021
Next review date: October 2022

MISSION STATEMENT

At Menston Primary School we are proud to be an inclusive school where we work together to challenge, inspire and motivate all children to become successful, confident and caring citizens of our diverse world. We work together to create a happy environment where all members of the school community feel safe, can enjoy, achieve and make a positive contribution to the school and the wider community.

We promote a culture where pupils are happy, believe that they can succeed, take responsibility for their learning, set targets for their own achievement and develop as independent learners.

Our aim is that all our children should:

Enjoy their primary school years and develop high self-esteem regardless of 'academic' ability;

Feel safe and secure and keep healthy in class, playgrounds and after school activities;

Enjoy equal opportunities to succeed;

Have a passion for learning and experience success;

Develop lively, enquiring minds and become confident communicators;

Experience teaching of the highest quality and develop core skills to a high level;

Develop perseverance, flexibility, independence and a wider range of other learning skills;

Be well mannered, respecting themselves, others and the environment;

Make a positive contribution to the school and the wider community;

Appreciate the beauty, the diversity of the world and their duty to protect it;

We aspire to achieve these aims by:

Putting the personal development and well-being of our pupils first;

Having high and consistent expectations of all pupils, families and staff;

Maximising the time allocated to learning;

Emphasising pupil activity and independence in learning – more doing less listening;

Providing a broad, constantly evolving, innovative, exciting, forward-thinking curriculum that enriches and challenges and takes account of the pupil voice;

Providing opportunities for children to develop skills of investigation, enquiry, communication and co-operation;

Maintaining a school environment that is welcoming, organised, stimulating, tidy, clean and safe;

Creating a happy, industrious atmosphere that models, promotes and celebrates good behaviour;

Working in partnership with parents, acknowledging and supporting their role as the primary educators of their children and providing them with the information to help their children learn well;

Involving the children in community activities to develop their sense of belonging and responsibility;

Offering an enriching programme of extra-curricular activities and visits;

Being an inclusive school that uses a wide range of teaching and learning strategies, technologies and high quality resources in order to ensure that all learners reach their full potential;

Using systems of recruitment and support that attract high quality staff and governors;

Developing everyone's knowledge and understanding of the issues in their own environment and the wider world.

Scope of this Policy

This policy is written for all adults working within and for the school, parents/carers and children.

This policy should be read in conjunction with other school information and policies including the school's SEN Report, the Inclusion Policy, the Positive Behaviour Policy, the Administration of Medication Policy, the Safeguarding Policy and all other relevant policies.

Aims of Special Educational Needs and Disabilities Provision

- To create an environment that meets the needs of each child.
- To ensure that the Special Educational Needs of children are identified.

- To ensure that all pupils with Special Educational Needs whether physical, intellectual, social, emotional or behavioural receive appropriate differential educational support.
- To enable every child to experience success.
- To make effective use of all available resources.

Rationale

The mainstreaming of support for children with Special Educational Needs and Disabilities (SEN&D) holds the key to personalised learning. The school recognises that the identification of provision for children with Special Educational Needs and Disabilities is the responsibility of all teachers. It begins in the classroom with Quality First Teaching that challenges all pupils and provides opportunities for all children to be included, stimulated and developed. The school follows the guidance in the Special Educational Needs and Disabilities Code of Practice 2015 and Chapter 3 of the Children and Families Act 2014.

Definition

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a **significantly** greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (Taken from the SEN&D Code of Practice 2014).

Responsibility and Arrangements for Co-ordination of SEN&D Provision (see also Appendix 2)

The governing body has delegated the responsibility for the day to day implementation of this policy and the management of provision to the SEN&D co-ordinator who has Qualified Teacher Status.

The SEN&D co-ordinator manages the whole school register, oversees provision for all pupils with SEN&D, facilitates additional support and resources for pupils and offers support and training for staff.

All school staff have responsibility for pupils with SEN&D to ensure Quality First Teaching with differentiation and personalisation to meet any additional needs. Staff are aware of their responsibilities towards pupils with SEN&D. A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions and in the National Standards for Teachers (DfE July 2011). Teaching Assistants play a major role in the support of pupils with SEN&D. The rationale for the deployment of TAs is always pupil centred.

The SEN&D co-ordinator submits an annual report to governors and meets annually with the named governor for SEN&D to report on provision in school.

Identification and Process (See also Appendix 1)

We recognise that a child may be identified as potentially having Special Educational Needs by a variety of people including GP, health visitor, pre-school setting, teacher or parent. Children are placed on the register if they fall within the 'Matrix of Need' descriptors in the guidance provided by Bradford's SEN&D team. Initial concerns are recorded and shared with parents (and sometimes the child), teachers study the Matrix of Need descriptors with the support of the SEN&D co-ordinator and identify area(s) of need. Further specific assessments from the Bradford Baseline Assessment Toolkit and some age-standardised tests may be undertaken to aid identification of specific need and as a baseline for the teacher to plan a personalised programme of work. Where pupil need falls within the 'Below Age Related Expectations' band the advice given in the guidance will usually be sufficient for teachers to make adaptations to meet additional needs. If the identified needs begin to fall into SEND Support, specialist advice maybe sought through a formal referral to the appropriate agency. The SEN&D co-ordinator will then act as facilitator for professionals to meet with staff, pupils and parents as needed and will ensure that advice is passed on to relevant parties.

If a child does not make sufficient progress after the above steps have been taken then, in consultation with the class teacher, parents and SEN professionals, a request for Statutory Assessment is made by the SEN&D co-ordinator. If the Statutory Assessment is accepted it is presented to a panel of professionals who will then make a decision as to whether an Education, Health and Care Plan will be awarded. If the EH&C Plan is awarded, detailed objectives and requirements will be set by the panel which the school is responsible for adhering to. EH&C Plans must be reviewed at least annually following local council procedures.

Planning, Intervention Strategies and Provision Mapping

Pupils on our SEN&D register have a personalised provision plan and, where needed, personalised risk assessments. Personalised provision is planned using Bradford's 'Matrix of Need' and 'Best Endeavours' documents as guidance and, where relevant, recommendations from professional agencies. These are reviewed termly and shared with parents. Planning for a differentiated, challenging and inclusive curriculum is the responsibility of the class teacher. Planning shows how work has been adapted to meet the needs of individuals, and specific resources may be indicated and utilised. Planning for out of school events will always include any relevant adaptations that will be made for pupils with SEN&D, identified through risk assessments and provision mapping.

A range of intervention strategies are provided in school to support Quality First Teaching. Intervention is additional to or different from those activities provided as part of the school's differentiated curriculum. Provision is mapped to need and detailed records are kept by class teachers of the progress made by each child. The SEN&D co-ordinator organises relevant training for staff and timetables some intervention strategies. Class teachers and teaching assistants liaise about the day to day organisation of the strategies.

Assessment and Tracking

The progress and attainment of children with SEN&D is tracked continuously in line with school assessment procedures. Summative teacher assessment levels are entered onto our school tracking systems at least termly and provision plans are reviewed and updated termly. Children falling below nationally expected levels in Reading, Writing or Maths are closely monitored. Assessments from the Bradford Baseline Assessment Toolkits may be carried out if a teacher suspects that there may be a specific barrier to learning. Outcomes of these baseline assessments provide teachers with starting points for personalised learning. Challenging targets are set for all children including those on the SEN&D register.

Admission Arrangements

Through normal admission arrangements, children are welcomed at Menston Primary School regardless of whether they have identified additional needs or disabilities. Advice from professionals regarding adaptations and specialist resources is followed to make every effort to include children with SEN&D fully in to all aspects of school provision. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (Please see school's Admissions Policy). There is always a formal consultation process where a school is named in a child's EH&C Plan. The Local Authority consults the named school and then the school carefully considers whether they can provide an appropriate level of education for a child, based on the objectives in their EH&C Plan, without detracting from the quality of educational provision for the other children in the setting. Sometimes a mainstream school cannot meet the needs of the child as detailed in the EH&C Plan. In these cases, families will be signposted to apply for a place at a specialist school or a school with designated specialist provision.

Partnership with Parents

Menston Primary School aims to promote successful partnerships between parents, school and other professionals. Parents are encouraged to visit school to discuss with the class teacher and SEN&D co-ordinator if appropriate, any concerns regarding their child's progress and attainment. In

line with legislation, school has produced an SEN Report, which is published on the website and complements the Local Offer that Bradford publishes for all maintained Bradford schools <https://localoffer.bradford.gov.uk/local-offer>. Printed copies of this policy and Menston Primary School SEN Report are available to parents on request.

The Voice of the Child

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate, children are involved in the setting and reviewing of goals. The ways in which children are encouraged to participate reflect the child's evolving maturity. Children's views and contributions are always valued and responded to sensitively.

Transfer of Information

All information relating to children with SEN&D is shared openly between the co-ordinator, class teacher and parents as it is updated and reviewed. Teaching assistants are party to relevant information where appropriate and are invited to attend meetings and training which enables them to support children with SEN&D more effectively. The SEN&D co-ordinator, together with Year 6 teachers, liaises with receiving secondary schools to pass on relevant information to facilitate smooth transition at the end of KS2. Likewise, the co-ordinator liaises with pre-school settings to facilitate smooth transition from the settings into our Reception classes.

Links with Other Schools

Menston Primary School is part of a group of schools within the Wharfedale and Airedale valleys. The SEN&D co-ordinators from these schools meet at least termly to ensure that all schools provide equitable, high quality provision for pupils with additional needs. The cluster of schools will, where appropriate, share training and resources.

Links with Support Services

Menston Primary School has access to support from services across both Bradford and Leeds authorities. Services including School Nursing, Physical and Medical, Speech, Language & Communication, Cognition and Learning and Educational Psychology are available through formal referral processes.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Headteacher. The SEN&D governor or chair of governors may be involved if the complaint is not resolved satisfactorily.

Monitoring of the policy

The Governing Body reviews this policy annually and considers any amendments recommended by the SEN&D co-ordinator. The success of the policy and provision is evaluated through:

- monitoring of classroom practice
- analysis of pupil tracking data for individual pupils and groups of pupils
- value added data for pupils on the SEN&D register
- school self-evaluation

Key people named in this policy:

Headteacher – Marie Wilson

SEN&D co-ordinator – Marie Wilson (until December 2021) Charlie Gilmour (from January 2022)

Named governors for SEN&D – Sarah Gregory & Adam Croot

Chair of Governors – Annet Nottingham

Reviewed and updated by SEN&D co-ordinator October 2021

APPENDIX 1 – GRADUATED RESPONSE

The school offers a graduated response to children with identified Special Educational Needs.

Step 1	Action	Responsibility
<p>A child is identified as having some learning difficulty by the class teacher, parent or other agency. Child is identified as having additional needs within ‘Below Age Related Expectations’ of the Bradford Matrix of Need Guidance documents.</p> <p><i>‘Below Age Related Expectations’ Bradford EY or School Age progress grid indicates CYP is just below Age Related Expectations</i></p>	<p>At this stage, the child is not classed as having Special Educational Needs, as they do not demonstrate that they have significantly greater difficulty in learning than the majority of others of the same age</p> <p>Class teacher refers to Bradford’s Matrix of Need to make an initial judgement about possible area(s) of need.</p> <p>Class teacher undertakes the relevant assessments from Bradford’s Baseline Assessment Toolkit as well as age-standardised assessments wherever relevant.</p> <p>The child is offered a modified (differentiated) curriculum within Quality First Teaching (with reference to Bradford’s Best Endeavours resources) and the class teacher ensures that the additional provision and strategies are implemented.</p> <p>The child’s progress is monitored and recorded by the class teacher.</p>	<p>Class teacher</p>
<p>The child continues to experience difficulty. Intervention strategies and modified provision have not impacted significantly on the child’s progress and levels of attainment. Child is identified as having additional needs within SEND Support of the Bradford SEN Matrix of Need documents.</p> <p><i>SEND Support: Moderate difficulties with learning as identified on Bradford SEN Progress Grid.</i></p>	<p>The class teacher refers to Bradford SEND Support document for the relevant area(s) of need.</p> <p>Class teacher devises a personalised provision plan, detailing the additional provision and strategies that will be put into place for the child initially (these strategies taken directly from Matrix of Need and Best Endeavours documents). This plan has SMART targets which are reviewed and updated termly.</p> <p>Class teacher meets with parents to go through the above. The child is placed on the school’s SEN register.</p> <p>The SEN&D co-ordinator is informed and preparations for referral to the appropriate services may be made.</p> <p>Further assessments may be carried out by the class teacher or other trained staff at this stage in order to find out more about specific area(s) of need.</p> <p>SEN professionals may observe, offer advice and/ or carry out further assessments with the child at this stage.</p> <p>The class teacher and SEND Co-ordinator may complete a ‘My Support Plan’ for the child.</p> <p>Intervention strategies continue as appropriate.</p> <p>The child’s progress is monitored and recorded by the class teacher.</p> <p>The My Support Plan or personalised provision plan is reviewed termly – measurable impact is recorded and new SMART targets set.</p> <p>Parents are kept informed of the child’s progress through termly review meetings and Parent’s evenings.</p> <p>SEN&D co-ordinator is kept informed of progress and copies of all relevant documents are shared.</p> <p>Additional meetings may be arranged by the class teacher if appropriate.</p>	<p>Class teacher</p> <p>SEN&D co-ordinator</p> <p>SEN professionals as appropriate</p>
<p>The child continues to experience difficulty. Strategies advised by SEN professionals have not had a significant impact on progress. Child is identified as having continued additional needs which fall within ‘EHCP’ descriptors of the Bradford SEN Matrix of Need documents.</p> <p><i>EHCP: Severe learning difficulties as identified on Bradford SEN Progress Grid</i></p>	<p>SEN&D co-ordinator invites SEN professionals to work with child in school. Professionals advise whether the identified need(s) are sufficiently significant to request a Statutory Assessment.</p> <p>If needed, evidence is gathered for Statutory Assessment.</p> <p>Intervention strategies continue as appropriate.</p> <p>The child’s progress is monitored and recorded by the class teacher.</p> <p>My Support Plan/ EHCP is reviewed termly – measurable impact is recorded and new targets set.</p> <p>Parents are kept informed of the child’s progress through My Support Plan/ EHCP review meetings and Parent’s evenings.</p>	<p>SEN&D co-ordinator</p> <p>SEN agency professionals</p> <p>Class teacher</p> <p>Head teacher</p>

	SEN&D co-ordinator is kept informed of progress and copies of all relevant documents are shared. Formal annual reviews are held for EHCPs	
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APPENDIX 2 – ROLES AND RESPONSIBILITIES

SEN&D Governors	<p>Keep the governing body informed about SEN&D provision and practice within the school.</p> <p>Liaise with the school's SEN&D co-ordinator.</p> <p>Monitor the implementation of the SEN&D Policy</p> <p>Provide support for the Head teacher and SEN&D co-ordinator.</p>
Head teacher	<p>Determine the general policy and the approach to SEN&D provision.</p> <p>Overall responsibility for the Statement/ EH&C Plan process.</p> <p>Report to the governing body</p> <p>Manage the delegated budget for SEN&D.</p> <p>Attend reviews for children with a Statement/ EH&C Plan</p>
Leadership Team	<p>Monitor the assessment outcomes of children on the SEN&D register.</p> <p>Oversee, organise and monitor the impact of intervention strategies.</p> <p>Analyse value added data for pupils on the SEN&D register.</p>
SEN&D co-ordinator	<p>Day to day operation of the SEN&D policy</p> <p>Monitoring planning and classroom practice</p> <p>Monitor the provision for children on the SEN&D register.</p> <p>Report to the Governing body.</p> <p>Update SEN&D register regularly.</p> <p>Monitor the tracking of children on the SEN&D register.</p> <p>Oversee the co-ordination of intervention strategies</p> <p>Monitor the impact of intervention strategies.</p> <p>Analyse pupil tracking data for pupils on the SEN&D register</p> <p>Analyse value added data for pupils on the SEN&D register</p> <p>Plan for and monitor the training and deployment of teaching assistants.</p> <p>Ensure that relevant resources are available to meet the needs of pupils with SEN&D.</p> <p>Organise and lead annual reviews for children with EH&C Plans.</p> <p>Liaise with external agencies and ensure that all relevant information is shared between SEN professionals, parents, teachers and pupils</p> <p>Liaise with receiving secondary school SEN&D co-ordinators.</p> <p>Liaise with pre-school SEN&D co-ordinator(s)</p>
Class Teacher	<p>Provide Quality First Teaching for all children.</p> <p>Identify areas of need for pupils within Matrix of Need/ relevant EYFS/ School age progress grids and act upon guidance accordingly.</p> <p>Communicate any concerns with parents and inform SEN&D co-ordinator of area(s) of need.</p> <p>Plan for and deliver a modified curriculum to meet the needs of children on the SEN&D register. This will include differentiated Quality First Teaching and personalised provision mapping.</p> <p>Create personalised provision plans containing SMART (specific, measurable, attainable, realistic and timely) targets, using Matrix of Need and Best Endeavours documents as guidance.</p> <p>Closely monitor the progress and attainment of children on the SEN&D register.</p> <p>Meet with parents to review progress termly (this will be in addition to the usual Parent Consultation meetings).</p> <p>Prepare information for and attend annual review meetings for children with EH&C Plans.</p> <p>Identify and nominate children for appropriate intervention strategies.</p> <p>Facilitate and monitor the impact of the intervention strategies.</p> <p>Provide appropriate planning and guidance for Teaching Assistants.</p> <p>Provide information for the SEN&D co-ordinator as required.</p> <p>Seek advice from the SEN&D co-ordinator as needed.</p> <p>Ensure that relevant information treated sensitively and is accessible for relevant staff.</p> <p>Keep up to date records in line with the agreed systems.</p> <p>Transfer information to the receiving teacher / school as pupils transfer between classes/ phases.</p> <p>Meet with SEN professionals as appropriate and ensure that all recommended actions and adaptations are implemented in classroom practice.</p>

Teaching Assistants	Plan for, deliver and record the impact of intervention strategies. Liaise closely with class teachers about their impact. Liaise with parents as appropriate. Record and report any relevant information including intervention monitoring and reports for Statements/ EH&C Plans. Provide the class teacher and SEN&D co-ordinator with appropriate information as required.
Parents	Meet with class teacher, SEN&D co-ordinator and SEN professionals as necessary. Carry out the recommendations that school/ other professionals have made. Inform the school of any significant issues regarding the child including involvement with outside agencies/ professionals arranged privately/ outside school.