

# **MAPLE PRIMARY SCHOOL**



## **SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY**

Updated: November 2017

# Special Educational Needs Policy

## **Introduction**

We currently have 250 children on roll and 10 of these pupils have Education, Health and Care Plans (EHCP). The school has specialist provision for pupils with a hearing impairment and currently all of the EHCP pupils are part of the Hearing Impaired Unit (HIU).

The whole team at the school is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers and teaching assistants. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential, with reasonable adjustments being made as appropriate to each child's specific needs. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life-long learning aspirations for everyone through a range of activities which are fun and enjoyable.

School address:     Hall Place Gardens  
                              St. Albans  
                              Herts.  
                              AL1 3SW

Tel:                     01727 859053  
Email:                 [admin@maple.herts.sch.uk](mailto:admin@maple.herts.sch.uk)

Head teacher:        Timothy Bowen  
SEN Governor:       John Hurley  
SENCO:                Val Kemp

## **MISSION STATEMENT FOR MAPLE PRIMARY SCHOOL**

We support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.

Our School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

## **INCLUSION STATEMENT**

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

### **1. Aims and Objectives of this Policy**

- To reach high levels of achievement for all
- To be an inclusive school
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need
- We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

## **2. ADMISSION ARRANGEMENTS**

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEND 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).

## **3. MANAGEMENT OF SEND WITHIN SCHOOL**

The governing body has delegated the responsibility for the day to day implementation of the policy to:

- a) the SENCo who has Qualified Teacher Status and The National Award in SEND co-ordination; and
- b) The Teacher of the Deaf, who has a certificate in Deaf Education. The management of SEND is supported by the Teaching Assistants.

All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions.

Teaching Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is pupil centred.

### **The SENCo and the Teacher for the deaf are responsible for:**

- overseeing the day-day operation of this policy
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing learning support assistants
- overseeing the records on all children with SEND
- liaising with parents of children with SEND (in conjunction with class teachers)
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

The SENCO is responsible for reporting to the governor with responsibility for SEND on the day-day management of SEND policy. Annual meetings will take place.

#### 4. IDENTIFICATION AND ASSESSMENT

We accept the principle that pupils' needs should be identified and met as early as possible.

There are four areas of need as stated in the SEND Code of Practice:

- i. Communication and Interaction (C and I)
- ii. Cognition (Cog)
- iii. Social Emotional and Mental Health difficulties (SEMH)
- iv. Sensory and/or Physical. (S/P)

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress.

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium (PP)
- Being a Looked After Child (CLA)
- Being a child of a service woman/man

The SENCO and Teacher of the Deaf work closely within the senior leadership team, using whole school tracking data as an early identification indicator.

We use a number of additional indicators of special educational needs:

- the analysis of data, including entry profiles at FS1 and 2 baseline and end of FS data, B Squared, SATs, reading and mathematical standardised age scores, annual and termly pupil assessments
- the use of our local authority SEND criteria
- the following up of teacher concerns
- following up parental concerns
- tracking individual pupil progress over time
- information from previous schools on transfer
- information from other services

The SENCO and Teacher of the Deaf maintain a list of pupils identified through the procedures listed; this is called the SEND Support list. This list is reviewed each term when a detailed analysis of the list takes place. For some pupils a more in depth

individual assessment may be undertaken by the school or other educational or health professionals.

## **5. CURRICULUM ACCESS AND PROVISION**

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. The provision for pupils is related specifically to their needs. A provision map records a graduated response to individuals.

The range of provision may include:

- In class support for small groups with an additional teacher or Teaching Assistant (TA)
- Small group withdrawal with TA, CT
- Individual class support / individual withdrawal
- Further differentiation of resources
- Action Plan target tutorials
- Interventions
- Provision of alternative learning materials/ special equipment
- Group support e.g. curriculum areas and social skills
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychology Service STePS, SALT etc. and other support services for advice on strategies, equipment, or staff training
- Reverse integration in the HIU

Reasonable Adjustments:

A key aim of the school is to encourage each child to improve so that they reach their full potential.

When reward systems are in place (e.g. Pen Licence in Year 3; Tables Torture Levels in Year 5; Sporting Achievements in Upper Juniors), all children are expected to participate in related activities and aim to do their individual best. House points, class rewards and headteacher certificates are some examples used throughout the school to motivate pupils.

In relation to Pen Licences (awarded for improvements to handwriting), it may take some SEND pupils longer to reach their full potential, but when it is considered that they have made the maximum or close to the maximum progress they can in accordance with their abilities/needs, then the Pen Licence will be awarded. (see National Curriculum criteria for handwriting)

## **6. MONITORING PUPIL PROGRESS**

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

## **7. RECORD KEEPING**

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

If parents/guardians commission a private report (e.g. from an Educational Psychologist) in relation to their child's special educational needs, the school staff will read the report and keep a copy on the child's file.

## **8. TARGETS and ACTION PLANS**

All pupils on our SEND Support list will have individual Action Plans setting out targets and any provision made that is additional to and different from usual classroom provision.

For pupils with an EHCP, provision will meet the recommendations on the plan. In subjects where all children have curriculum targets these are used to inform the Action Plan. Next steps are recorded in exercise books, homework diaries, etc.

Strategies for pupils' progress will be recorded in an individual Action Plan containing information on:

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The Action Plan will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The Action Plan will be created through discussion with both the pupil and the parent or carer.

### **8.1 REVIEWING AN ACTION PLAN**

Individual Action Plans will be reviewed at regular intervals with the inclusion of parents, carers and pupils' views.

## **9. CODE OF PRACTICE GRADUATED RESPONSE**

See Maple School's SEND offer

### **9.1 REQUEST FOR STATUTORY ASSESSMENT**

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEND Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions
- Current and past Action Plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum Age Related Expectation
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals



## **Education, Care and Health Plans**

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child.

## **Reviews of an EHCP**

EHCPs must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENCO and the Teacher of the Deaf will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- A representative of the SEND Inclusion and Assessment Team
- The Educational Psychologist (if appropriate)
- Any other person the SENCO and Teacher of the Deaf or parent/carer considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

At Key Stage Phase transitions Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENCO/Teacher of the Deaf, will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEND.

## **10. PARTNERSHIP WITH PARENTS/CARERS**

The school aims to work in partnership with parents and carers. We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision making process about SEND provision
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- making parents and carers aware of the Parent Partnership services
- involving parents in decision making as to how a pupil's individual budget may be allocated to provide support for their child

## **11. INVOLVEMENT OF PUPILS**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs (self assessment and self evaluation, Assessment for Learning)
- share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition pupils who are identified as having SEND are invited to participate in:

- Action Plan reviews and setting of individual targets
- Regular meetings with named adults
- Where appropriate, working with individual adults
- Annual reviews

## **12. SPECIAL PROVISION**

The school has the following special facilities:

- Wheelchair access (downstairs only);
- Disabled toilets with hand rails;
- All mainstream classrooms are: carpeted (excluding cloakroom and practical areas), have rubber soled tables and chairs, high frequency lighting and acoustic ceiling tiles giving improved acoustic conditions for all pupils, and in particular, for hearing-impaired pupils.
- Unit for Hearing-Impaired children with an acoustically treated room
- Soundfield Systems are in place in the Hall and in every classroom.
- Blinds and curtains in classrooms to reduce glare. (Important for lip-reading)
- Ramps to outside doors and in the car park to allow for wheelchair access.
- Current Resources Room, Music Room and P.P.A room were also designed for use with hearing impaired children.

Individual adaptations will be made for specific pupils e.g. chair supports and individual work stations.

## **13. LINKS WITH EDUCATION SUPPORT SERVICES**

We aim to maintain useful contact with support services in Children and Young People's Services. For pupils on our SEND Support list any one or more of the following agencies may be involved:

- Educational Psychology Service EPS
- Specialist Teaching and Psychology Service
- Educational Welfare Service

The SENCO and The Teacher for the Deaf will maintain links with other SENCOs through the SENCO network meetings.

## **14. LINKS WITH OTHER SERVICES AND SCHOOLS**

Effective working links are maintained with:

- Heathlands School
- Windermere Specific Learning Difficulties Base for advice and visits from specialist teacher
- Speech and Language Therapy Service
- Other Children and Young People's Services

- Family support and safeguarding
- Parent Partnership Service
- Regular contact with County Educational Audiologist re: maintenance of audiological equipment, advice and INSET
- Great Ormond Street Hospital

## **15. INSET**

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development. Recent courses and in service training opportunities undertaken are detailed in the Head teacher's report to governors each term.

## **16. RESOURCES**

The provision for SEN/AEN is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy

## **17. COMPLAINTS**

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head teacher/SENCO and Teacher of the Deaf. The chair of governors may be involved if necessary and the school's Complaints Procedure should be followed for any formal complaints.

Please see the school's Complaints Procedure available on the school's website.

## **18. REVIEW OF THE SEND POLICY**

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

*Date: November 2017*

*Review Date: November 2018*