

MAPLE PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

Updated: September 2022

Special Educational Needs and Disability Policy

Introduction

We currently have 243 children on roll and 12 of these pupils have Education, Health and Care Plans (EHCP). The school has Specialist Provision for Deaf children (SPD) which has 10 pupils.

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.

Head Teacher: Shanti Johnson

SEN Governor: Nicola Wong

SENCO and Assistant Head (Inclusion): Gill Angel

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.

Our Vision

'All children and young people at Maple Primary School with SEND have access to high quality local special educational provision that meets their needs.'

The Special Educational Needs and Disability (SEND) Code of Practice (2015) requires all local authorities to describe the special educational provision it expects to be available for children and young people who have SEND. This information describes the arrangements schools should have in place for Hertfordshire children and young people with SEND. The SEND Code of Practice (2015) says we must:

- Have regard to the principles underpinning the Code of Practice to ensure the views, wishes and feelings of the child or young person, and the child's parents, are central to achieving the best possible educational and other outcomes.
- Use their best endeavours to make sure that a child with SEN gets the support they require.
- Appoint a SENCO who must be a qualified teacher working at the school. If required, they must achieve the National Award for Special Educational Needs Co-ordination within three years of appointment.
- Take steps to ensure that children with medical conditions get the support required to meet those needs.
- Publish and update at least annually the SEN Information Report.
- Publish their arrangements for admission for disabled children, the reasonable adjustments being made to prevent disabled children from being treated less favourably than others; the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access over time.
- Co-operate with the local authority in the Education, Health and Care Plan review process and in reviewing the provision that is available locally and in developing the Local Offer.

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 Equality 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

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.

- To set appropriate objectives and achievable targets based on individual needs that maximise the learning potential of all pupils and raise educational attainment for all.
- To create an environment that meets the special educational need of each child.
- To ensure that the special educational needs of all children are identified, assessed and provided for early and thoroughly.
- To attain high levels of satisfaction and participation from pupils, parent and carers.
- To encourage pupils to share in the planning and evaluation of their learning and to undertake responsibility for their learning.
- To share a common vision and understanding with all stakeholders.
- To give transparent resourcing to SEND.
- To provide all pupils with equal access to the curriculum and life of the school.
- To work in partnership with parents and outside agencies and work collaboratively to support pupils' development and learning.
- To allocate staffing and other resources in ways that reflect differing individual needs.
- Through scaffolded teaching, to ensure every teacher takes responsibility for meeting the learning needs of all pupils in their care by making their teaching stimulating, focused and challenging and appropriate. This will include children of higher learning potential.

2. Admission Arrangements

Pupils with SEND are admitted to Maple Primary School in line with the School's admissions policy. The School, is aware of the requirements of the SEN Code of Practice (January 2015 and the Equality Act 2010), and works closely with parents to ascertain whether a child has SEND. It collects all the relevant information so that a differentiated curriculum or reasonable adjustments can be planned and made. The School makes all reasonable adjustments to meet the needs of pupils who have an Education, Health and Care Plan.

3. Management of SEND within the 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 Qualified Teacher Status and is a certificated Qualified Teacher of the Deaf.

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 of 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
- 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 SEN Governor with responsibility for SEND on the day-day management of SEND policy. Termly meetings will take place.

All teachers are teachers of pupils with special educational needs. Teaching such pupils is a whole school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils. The majority of pupils will learn and progress within these arrangements.

However, for pupils with special educational needs, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

The Governing Body

The Governing Body has identified a Governor to have a specific oversight of the school's provision for children with Special Educational Needs and Disability. The named Governor has regular contact with the SENCO and the Senior Leadership of the school to keep up-to-date with and monitor the school's SEND provision. The SEN Governor ensures that all governors are aware of the school's SEN provision.

The Head Teacher

The Head Teacher oversees the provision made by the Class Teachers, Teaching Assistants and the SENCO for children with Special Educational Needs. The Head Teacher may also attend meetings with staff, parents and other agencies as required.

The Special Educational Needs Co-ordinator (SENCO)

The SENCO is responsible for the arrangements for SEND provision within the School. The SENCO ensures that the School is following the "SEN Code of Practice" and manages the day to day strategic implementation of the SEND policy. The SENCO supports and advises colleagues, contributing to the professional development of all the staff. The SENCO oversees the records of all children with special educational needs and acts as a link with parents liaising with external agencies to gain advice and support for children with SEND and oversees the use and implementation of a range of resources to support children with SEND. The SENCO stays abreast of the latest developments within SEND and inclusion, through local cluster meetings.

The Class Teacher

Teachers are responsible and accountable for the progress and development of pupils in their class, even where pupils access support from teaching assistants (TA) or specialist staff. (Code of Practice 2015) They teach a differentiated curriculum which takes into account the learning needs of children with SEND, access children regularly and keep careful records to monitor progress and development. The teachers work closely with the SENCO and support staff to revise the support a child is receiving in the light of his / her progress and hold meetings as appropriate with parents to discuss their child's progress.

Teaching Assistants

Teaching assistants are aware of the School's procedures for the identification and assessment of, and subsequent provision for, SEND pupils. They work with the SENCO to collect all available information on the pupil and in collaboration with the SENCO and teachers develop provision plans for SEND pupils. Teaching assistants work with SEND pupils on a regular basis to support achievement of targets, through in class support, small group interventions and one to one sessions.

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 and Learning (C&L)
- 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 Child Looked After (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:

- age related assessment data
- 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 outlined above and this 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. Graduated Approach to curriculum: Assess, Plan, Do and Review

In order to meet the learning needs of all pupils, teachers scaffold 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 and is documented using class provision maps. The provision for pupils is related specifically to their needs. Each class provision map records a graduated response to individuals.

The SEND Code of Practice (2015) states, 'A pupil has SEN where 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'. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. We follow the SEND Code of Practice (2015) guidelines and our support provided consists of a four-part process: Assess, Plan, Do, Review. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

6. Monitoring Pupil Progress

It is our aim to identify any child with special educational needs early on in their school life. Information is gathered about the child to help to identify areas of priority for extra support and provision. Pupil progress meetings take place to look at assessment data and closely monitor the progress of all children as they develop.

Maple has an SEN referral system in place, which enables teachers to raise concerns about a pupil with the SENCO at any time. Next steps to support the pupil will be decided together. All children are provided with quality first teaching and where appropriate some small group work or individual support. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

7. Data and Record Keeping

The school will maintain an accurate and up-to-date register of the provision made for pupils with SEN. Maple will maintain SEN files including teaching strategies, outcomes and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils. Details of SEN support will be recorded on class provision maps.

8. Partnership with Parents/Carers

At Maple, we value and accept the positive role and contribution parents can make. We make every effort to work in full co-operation with parents, recognising and respecting their roles and responsibilities. Parents are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible. In order that they play an active part in their child's development, the school endeavours to provide parents with the relevant information so they can reinforce learning in the home.

We believe that a close working relationship with parents is vital in order to ensure early and accurate identification and assessment of SEND leading to the correct intervention and provision. At Maple, we endeavour to support parents so that they are supported and heard should they raise a concern about their child, recognise their responsibilities and play an active and valued role in their child's education. Parents will be able to make their views known about how their child is educated, will be informed of procedures, given advice and support during assessment and kept informed of any decisions made.

9. 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.

10. Access to the School Environment

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 deaf pupils.
- SPD base 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 deaf children.

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

11. Resources

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

The SENCO and Base Lead Teacher of the Deaf (in consultation with the Head Teacher) are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCPs. The head teacher informs the governing body of how the funding is allocated to support special educational needs. Internal allocation of this funding is aimed at meeting the needs of children with special educational needs in a number of ways. This may include:

- provision of a Teaching Assistant either in small groups or individually, as appropriate
- provision of the SENCO to support SEND teaching, either in small groups or individually, as appropriate
- provision of additional resources

Funding for Special Educational Needs is provided through the school budget. For children who have very high needs then Exceptional Needs Funding can be applied for. (HNF)

Deaf Children in the SPD base are funded through the local authority.

12. 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 class teacher, SENCO and Teacher of the Deaf. The Head Teacher or 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.

13. 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 Development Plan.

For additional information please refer to the SEN Information Report and the School's Local Offer, both of which may be accessed via the School Website.

Date: September 2022

Review Date: September 2023