

Mayfield Primary School



Valuing Every Achievement

SEND Policy 2018 -19

Headteacher

Mr Jonathon Weeden

SENDCo & Inclusion Manager – Mrs Rachel Hinchliffe

2018-19 SEND Policy

SECTION 1

SEND Co-ordinator: Mrs Rachel Hinchliffe (Inclusion Manager and member of the Senior Leadership Team) rhinchliffe@mayfield.lancs.sch.uk

SEND Governor: Ms Jenny Clarke

MISSION STATEMENT

Our mission is to ensure that all individuals are equally valued within a caring, happy and safe environment, where everyone works to their full potential

SCHOOL AIMS

At Mayfield Primary School we aim to provide the highest possible standards of education for all our children by:

- Providing a broad and balanced curriculum for all our children and to strive for excellence so that each child can progress towards the realization of his / her full potential, regardless of age, cultural background, disability, gender, race or religious belief.
- Providing a challenging, interesting and stimulating environment.
- Recognising that parents are the prime educators and by encouraging a close partnership between home and school.
- Promoting a respect and understanding for the cultural and religious principles of others.
- Aiming to develop self-confidence in all our children and a respect for others by fostering positive relationships and values acceptable to the community.
- Assisting all our children in developing skills and interests to enable them to have a positive approach to leisure time, both in and out of school and the future.
- Regularly monitoring our performance in order to raise standards.
- Working in partnership with the local community and industry to deepen an understanding of the wider world.

SCHOOL'S BELIEFS AND VALUES AROUND SEND

Mayfield Primary School endeavours to ensure that all pupils are valued by all members of staff for the individual contribution they make to the school. We believe that children should experience success and feel positive about their own achievements. We accept that children are entitled to a broad, balanced, relevant and differentiated curriculum. In delivering this curriculum, we should accept that as a school we take responsibility for the individual needs of our children, by offering appropriate levels of support and giving additional support to those children with special educational needs and disabilities.

Every teacher is a teacher of every child, including those with SEND.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND code of Practice 0-25 January 2015 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 January 2015
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENDCo in liaison with the Headteacher, SEND Governor, SLT and all staff and parents of pupils with SEND.

SECTION 2 : AIMS AND OBJECTIVES

AIM

To raise the aspirations of, and expectations for, all pupils with SEND.

OBJECTIVES:

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2015
- To provide support and advice for all staff working with pupils who have special educational needs or disabilities
- To provide support and advice for parents and carers of children with special educational needs or disabilities
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs

SECTION 3 : IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice 2015 describes four broad categories of needs (see appendix A). These four broad areas give an overview of the range of needs that should be planned for. The purpose of identifying which needs a pupils has, is to work out what action the school needs to take, rather than fitting a pupil into a category or giving them a label. At Mayfield Primary School we consider the needs of the whole child, which includes more than just the special educational needs or disabilities of the child.

Children and Families Act 2014

20 When a child or young person has special educational needs

(1) A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

(2) A child of compulsory school age or a young person has a learning difficulty or disability if he or she— (a) has a significantly greater difficulty in learning than the majority of others of the same age, or (b) 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.

(3) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).

It is important to note that the following factors may impact on progress and attainment but are not specifically categories of SEN pupils:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN).
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

SECTION 4 : A GRADUATED APPROACH TO SEN SUPPORT

STAGE ONE HIGH QUALITY FIRST TEACHING

At Mayfield Primary School we ensure that each child has access to high quality, whole class first teaching. Each class teacher is a teacher of children with SEND and is responsible for ensuring that they personalise the learning for all of the children in their class. This is the first step in responding to pupils who have, or may have, SEND.

The SEND Code of Practice 2015 states that:

*1.24 High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under section 21 of the Children and Families Act 2014. School and colleges **must** use their best endeavours to ensure that such provision is made for those who need it.*

The senior leadership team works closely with the class teachers in monitoring the progress that their pupils are making. Termly pupil progress meetings are held to identify and support pupils at risk of underachievement and determine which small group interventions may be required.

STAGE 2 ADDITIONAL SEN SUPPORT

If a child is identified as not making adequate progress once they have had the relevant interventions/adjustments and good quality personalised teaching then an individual education plan (IEP) will be written for the child by the class teacher with support and advice from the SENDCo. The purpose of the IEP is to outline the special educational provision that will be made including the frequency and duration of the support. The IEP is written with consideration to all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. At this point the pupil would be placed on the SEND register.

STAGE 3 EDUCATION HEALTH AND CARE PLAN

- Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local LCC policy and guidance - particularly with regard to the timescales set out within the process.

SECTION 5 : MANAGING PUPILS ON THE SEND REGISTER

Our approach to IEPs, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:

- Our IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
- Our IEPs will only record that which is additional to or different from the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
- Our IEPs will be accessible to all those involved in their implementation – pupils should have an understanding and ownership of their targets.
- Our IEPs will be based on informed assessment and will include the input of outside agencies.
- Our IEPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- Our IEPs will have a maximum of three short / medium term SMART targets set for or by the pupil.
- Our IEPs will specify how often the target(s) will be covered
- Targets for an IEP will be arrived at through :
 - Discussion between teacher and SENDCo
 - Discussion, wherever possible, with parents/carers and pupil
 - Discussion with another professional e.g. Specialist Teachers from the Lancashire SEND Service.
- Our IEPs will be reviewed at least termly by class teachers in consultation with the SENDCo.

SECTION 6 : CRITERIA FOR EXITING THE SEN REGISTER/RECORD

If a pupil has made progress that enables him/her to access a differentiated curriculum and doesn't require any specialised support that is additional to or different from, other children in his/her class then they will be removed from the register.

SECTION 7 : SUPPORTING PUPILS AND FAMILIES

We recognise that all pupils have the right to be involved in making decisions and exercising choice. We endeavour to fully involve all SEND pupils by encouraging them to:

- state their views about their education and learning
- identify their own strengths and learning needs

- share in individual target setting across the curriculum so that they know what their targets are and why they have them
- self-review their progress and set new targets
- monitor their success at achieving the targets on their Individual Education Plan.

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

- 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
- providing a learning mentor who is available for any family who requires additional support for themselves or their children
- 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 all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- Publishing our Mayfield Local Offer on the school website.

The Lancashire Local Offer brings together information that is helpful to children and young people with special educational needs and disabilities and their families. Please see the link below:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

The school's SEND Information Report also details the school's policies on the identification of and provision for pupils with SEND.

EXTERNAL SUPPORT

Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).

We seek to respond quickly to emerging need and work closely with other agencies including, and not limited to :

- Lancashire SEND (previously IDSS) Service
- Educational Psychology Service
- Lancashire Parent Partnership Service
- Banardo's
- Our school SEND Officer, Adviser and SEND Governor,
- Health – School nurse, Occupational Therapy, Child and Adolescent Mental Health Service (CAMHS), Speech and Language Therapy, Physiotherapy, Clinical Psychology
- Social Services
- Oak Tree children's centre
- Ethnic Minority and Gypsy, Roma and Traveller Achievement Service
- Lancashire's Early Intervention and Support Offer.

In accordance with the SEND Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs or disabilities in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

ADMISSION ARRANGEMENTS

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*the admission policy for the school can be found at <http://www.lancashire.gov.uk/media/510929/Admission-policy-for-all-Lancashire-community-and-voluntary-controlled-schools-2015-16.pdf>).*

TRANSITION

- We will ensure smooth transition into our school from the Early Years setting (if applicable), moving from KS1 to KS2 and from Mayfield Primary School into secondary education.
- We will ensure early and timely planning for transfer to a pupil's choice of secondary school and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits. Pupils will be included in all "class transition days" to the provider but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options when choosing a secondary education provider and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the secondary education provider with whom the SENDCo will liaise.

SECTION 8 : SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children with medical conditions may also have special educational needs (SEN) and may have a Statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 2014 is followed.

Parents can access the DfE statutory guidance for schools: Supporting pupils at school with medical conditions (December 2015) here:

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

SECTION 9 : MONITORING AND EVALUATION OF SEND

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the senior leaders (Headteacher, Assistant Headteachers and SENDCo) and subject leaders.
- ongoing assessment of progress made by intervention groups.
- regular work sampling.
- scrutiny of planning.
- Formal termly teacher interviews as well as adhoc conversations with the SENDCo.
- informal feedback from all staff.
- pupil interviews when setting new IEP targets or reviewing existing targets.
- pupil progress tracking using assessment data entered onto the Lancashire Pupil Tracker.
- monitoring IEPs and IEP targets and evaluating the impact of IEPs on pupils' progress.
- regular meetings about pupils' progress between the SENCO and the head teacher
- head teacher's report to parents and governors.
- School self-evaluation and performance process.
- The School Improvement Plan.
- Parents views from SEN review meetings and questionnaires being considered and acted upon appropriately.
- Children's views being considered and acted upon appropriately and comments from parent review meetings.

These arrangements promote an active process of continual review and improvement of provision for all pupils.

SECTION 10 : TRAINING AND RESOURCES

Allocation of SEN Resources

- The SEN budget is determined each year according to Pupil Level Annual School Census (PLASC) data. This aims to distribute available funds as equitably as possible between schools according to relative levels of need based on socio-economic and Additional Educational Needs (AEN) factors. An amount of expenditure is specifically allocated to SEN via the school budget share via the LA formula. In addition to this, children with high need will be placed in appropriate bands.

- Extra resources may be allocated from the school budget. This is at a cost to the school and is determined by the Governing Body

Funding contributes to:

- SEN administration costs to allow the SENDCo to have non contact time
- Covers teaching & curriculum expenses
- Teaching and support resources and materials
- Diagnostic testing and assessment materials
- TA designated support
- Specific funds are allocated to pupils with SEND where appropriate.
- The SENDCo, in consultation with the Head Teacher, is responsible for the use of these resources and the deployment of the designated support staff.

In order to maintain and develop the quality and teaching and provision to respond to the strengths and needs of all the pupils, all staff are encouraged to undertake training and development.

All teachers and staff complete a comprehensive induction after taking up a post. This includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual pupils.

The school's SENDCo regularly attends the Lancashire SENDCo cluster meetings in order to keep up to date with local and national updates in SEND.

The SENDCo is a member of NASEN, the leading organisation in the United Kingdom which aims to promote the education, training, advancement and development of all those with special and additional support needs.

The SENDCo attends local cluster meetings with ten other SENDCos from primary and secondary schools in the surrounding Lytham and St Annes area.

SECTION 11 : ROLES AND RESPONSIBILITIES

HEADTEACHER

- The head teacher is the Designated Senior Lead with specific responsibility for Child Protection

- The head teacher is responsible for managing Pupil Premium Grant and Looked After Child funding
- The head teacher is responsible for managing the school's responsibility for meeting the medical needs of pupils
- the head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs and Disabilities Coordinator (SENDCo)
- the head teacher will be informed of the progress of all SEND pupils and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - maintenance and analysis of a whole-school provision map for vulnerable learners
 - pupil progress meetings with individual teachers
 - regular meetings with the SENDCo
 - discussions and consultations with pupils and parents

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES COORDINATOR

In line with the recommendations in the SEN Code of Practice 2014, the SENDCo will oversee the day- to-day operation of this policy in the following ways:

- Identifying and sourcing the CPD that will equip their colleagues with the knowledge and skills to adapt their teaching to respond to the strengths and needs of pupils with SEND
- maintenance and analysis of whole-school provision map for SEND pupils
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs and Disabilities
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with an Education Health and Care Plan . Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- carrying out referral procedures to the Local Authority to request an Education Health and Care Plan when it is suspected, on strong evidence arising from previous

intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support

- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with SEND
- monitoring the school's system for ensuring that Individual Education Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- meeting at least termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map.
- liaising and consulting sensitively with parents and families of pupils on the SEND register, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers.
- attending Lancashire County Council SENDCo network meetings and training as appropriate.
- attending cluster meetings with local SENDCos to share best practice.
- liaising with the school's SEND Governor, keeping him/her informed of current issues regarding provision for those with special educational needs (nationally, locally and within school).
- liaising closely with a range of outside agencies to support vulnerable learners.

SEN GOVERNOR

The Governing body has identified a governor, Ms Jenny Clarke, to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting statutory requirements. The SEND governor meets with the SENDCo on a regular basis to discuss any SEND related issues and review the progress of children identified as having SEND.

SECTION 12 : STORING AND MANAGING INFORMATION

The school's confidentiality policy and data protection policy can be found on the school's website. <http://www.mayfieldprimaryschool.co.uk/public/mayfield846.html.nc>

SEN assessment data and information is stored as hard copies and in electronic format. On transition, individual SEN files and information are passed on to the pupil's next school.

Overall SEN progression data may be stored by the school and used for analytical purposes to track effectiveness of interventions and approaches.

SECTION 13 : REVIEWING THE POLICY

The SEN policy will be reviewed annually in line with NASEN guidance.

SECTION 14 : ACCESSIBILITY

To ensure access for children or parents with disabilities the school has strived in recent years to improve facilities. Almost all parts of the school are accessible and there is a disabled toilet available. All children have equal access to school clubs and educational visits and all staff and governors are committed to improving access for the disabled.

SECTION 15 : DEALING WITH COMPLAINTS

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENDCo, then, if unresolved, by the assistant headteachers or head teacher. The governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy).

SECTION 16 : BULLYING

Bullying is deliberately hurtful behaviour that is repeated over a period of time and where it is difficult for victims to defend themselves. At times this may be aimed at individuals with Special Educational Needs or disabilities.

Mayfield Primary School take bullying very seriously and the Anti-bullying Policy, which takes account of the Human Rights Act 1998, can be found on the school website and sets out the aims of the policy and the steps that are taken to ensure and mitigate the risk of

bullying of vulnerable learners at Mayfield. It outlines responding to incidents of bullying and the procedure to follow for pupils, parents and staff.

Innovative ways of educating the whole school and parents, to demonstrate how Mayfield Primary School is an inclusive school are encouraged in SEAL, PHSE, classroom circle time, whole school assemblies, parent/carer meetings and school events e.g. Anti-bullying week events.

Specific approaches are taken by the school to address specific needs of pupils e.g. pupils with ASD or social communication difficulties may use social stories, SEAL, time to talk and social media programmes and information to understand anti-bullying issues.

School council activities promote our school's inclusive message and gives all pupils in school a 'voice'.

Appendix A

The Four Broad Categories of Special Educational 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).

6.35 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.