



Middlestone Moor Primary School

Policy for SEND

(Special Educational Needs and Disability)

September 2021-2022

SPECIAL EDUCATIONAL NEEDS POLICY

This policy should be read in conjunction with The Code of Practice, The SEND Information Report and the following:

- **Equality Objectives;**
- **Accessibility Plan;**
- **Assessment for Learning;**
- **Anti-Bullying Policy;**
- **Medical Needs Policy**

1. DEFINITIONS

Definition of Special Educational Needs and Disability (SEND):

For the purposes of this policy we have used the term Special Educational Needs as defined by the Special Educational Needs and Disability Code of Practice: 0-25 implemented in January 2015.

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. *(Code of Practice D.F.E. 2015)*

A child of compulsory school age has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of pupils 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.

Special educational provision which meets the needs of children and young people with SEN includes:

- High quality teaching that is differentiated and personalized to 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 provision under Section 21 of the Children and Families Act 2014.

2. RATIONALE

Middlestone Moor is an inclusive school, catering for a wide range of SEND, including pupils with:

- Communication and interaction needs.
- Cognition and learning needs
- Social, emotional and mental health difficulties
- Sensory or physical needs

Our school welcomes all children and values them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve success. We believe that all teachers are teachers of children with SEN and it is therefore a whole school responsibility to ensure that these children's needs are addressed. Through staff working together as a team, and in partnership with pupils and their parents, we strive to ensure that the following aims are met. We place a great deal of value on the role of the parent/carer. We understand that it can be difficult in some cases for parents to deal with the fact that their

child has additional needs and we are particularly sensitive in the early stages when a child is first identified. We aim to reassure parents/carers and clarify issues/information for them throughout the SEN process. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. All parents of pupils with Special Educational Needs will be treated as partners and supported to play an active and valued role in their pupil's education. We will always keep parents/carers well informed about their child's special needs and invite them to all review meetings.

Aims

- To follow the guidelines set out in the SEN Code of Practice;
- To ensure that all pupils have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities;
- To identify children with SEN as early as possible and plan a programme of support and intervention to address their needs;
- To regularly track the progress of children with SEN through school tracking systems, review meetings, lesson observations and provision maps and support plans;
- To provide good quality and regular training for staff in relevant areas of SEN;
- To evaluate the impact of staff training and provision/intervention programmes;
- To develop good relationships with parents/carers to ensure pupils with SEN are supported well both at home and at school;
- To ensure that all staff working with SEN children are clear about their roles;
- To ensure that the SEN budget is used appropriately to fund high quality resources for children with Special Educational Needs.
- To work effectively with a range of other external agencies;
- To make good links with other mainstream primary schools, secondary schools, and special schools.

3. ROLES AND RESPONSIBILITIES

Provision for pupils with special educational needs is a matter for the school as a whole.

Governing Body

The governing body will have the following responsibilities. They will:

- appoint a governor with specific responsibility for SEN;
- have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the head teacher
- publish information on the school's website about the implementation of the governing body's or the proprietor's policy for pupils with SEN.
- ensure that there is a qualified teacher designated as SENCO.
- cooperate generally with the local authority including in developing the Local Offer and when the school is being named in an EHC plan.
- ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

- ensure that all governors are aware of the school's SEN provision including the deployment of funding, equipment and personnel.

The Head teacher

The head teacher will have the following responsibilities. They will:

- take overall responsibility for implementing the code of practice.
- ensure that the SENCO has adequate time to carry out duties and is able to influence strategic decisions about SEN.
- ensure the wider school community understands the implications of SEN provision for whole school improvement (from governors to classroom teachers and teaching assistants).
- put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).
- ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on school action/plus and any newly identified pupils with SEN.
- report to the governing body how resources are deployed to meet provision.

The Special Educational Needs Co-ordinator (SENCO)

The role of the SENCOs includes:

- overseeing day-to-day operation of school's SEN policy;
- coordinating provision for children with SEN;
- liaising with designated teacher where a Looked after Child has SEN;
- overseeing SEN support plans and ensuring teachers and support staff work closely with parents/ carers to follow a graduated approach to SEN Support;
- advise on use of delegated budget/ other resources;
- liaise with parents of children with SEN;
- maintain links with other education settings and outside agencies;
- liaise with potential next providers of education;
- work with head and governors on Equality Act;
- ensure that SEN records are up to date; and
- contribute to the in service training of staff.

Class Teachers

Class teachers have the following responsibility to:

- provide 'Quality First Teaching' and a graduated approach of assess, plan, do, review.
- focus on outcomes for the child: Be clear about the outcome wanted from any SEN support.

- be responsible for meeting special educational needs: Use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- have high aspirations for every pupil: Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them.
- work in partnership with pupils and parents/carers in planning and reviewing progress, seek their views and provide regular updates on progress.

SEN Support Staff

Class teachers work with SEN support staff to plan effective provision for pupils with SEN. Effective liaison between support staff and class teachers is essential to ensure planned activities are linked to targets set out in support plans.

- LSA/TAs are part of the whole school approach to SEN working in partnership with the class teacher and the SENCO to deliver pupil progress and to narrow gaps in performance.
- The support they give should be focused on the achievement of specific outcomes within the graduated approach to SEN support agreed with parents in the context of high quality teaching overall.
- LSA/TAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

3. Identification of SEN

Through their discussions, observations, assessments and data analysis the SENCOs, class teachers, key workers and support staff will identify any children who appear to have SEN. Children with SEN may also be identified by outside agencies and organisations. Parents and carers may also inform the SENCOs or teaching staff of any concerns and possible Special Educational Needs. When a child is identified as having SEN they will be placed on the SEN register as SEN Support.

SEN Support

When a class teacher or the SENCOs identify a child with Special Educational Needs, the class teacher will provide interventions through 'Quality First Teaching' that are additional to those provided as part of the school's usual differentiated curriculum. The triggers for SEN support are that, despite receiving quality first teaching the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at **a year group developmental stage** substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and mathematics skills;
- has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group.
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;

- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

If necessary the SENCO, in partnership with parents and the child, may refer to outside agencies such as Educational Psychology or Specialist Support Teams for additional support.

Referral for Education, Health and Care Assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a child, or the child has not made expected progress the school or parents should consider requesting an Education, Health and Care Assessment. To inform this decision the local authority will expect to see evidence of action taken by the school. These include:

- Records of regular interventions, strategies, reviews and their outcomes;
- The pupil's health including the child's medical history where relevant;
- Early Learning Goals and **Year Group Developmental Stages** in literacy and mathematics;
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
- Views of the parents and of the child;
- Involvement of other professionals such as health, social services or education welfare service.
- Costed provision maps

Education, Health and Care Plan (EHCP)

An EHCP includes the following and will be reviewed annually:

- The pupil's name, address and date of birth;
- Details of all of the pupils special needs, including health needs;
- Identification of the special educational provision necessary to meet the pupil Special Educational Needs;
- Short term targets for the child to work towards;
- Identification of the type and name of the school where the provision is to be made;
- Relevant non-educational needs of the child;
- Information on non-educational provision;
- Reports and views of any other specialist involvement.

All children with EHCP will have short-term targets set for them that have been established after consultation with parents, and the child. An EHCP will be reviewed annually and will last until the child is 25, or all targets are met.

4. RECORDING SEN

Records are kept on all children with SEN, detailing steps taken to support them. Record files are kept by the SENCO

SEN Register

This is a file kept by the SENCO. It indicates which children have SEN and what stage they are at. The SENCO maintains the Register as a working document. The Register will state the following:

- Child's name;

- Details of SEN;

Medical Register

The head teacher maintains a copy of the Medical Register as the responsible person. Copies will be kept in the school office, easily accessible by first aiders and are available in other areas throughout school. The Medical Register may be amended throughout the year by the class teacher following consultation with their team leader. The SENCOs will become involved should a child's medical attention present a barrier to their learning.

Pupil Files are kept up to date by the SENCO.

Class Teachers will keep copies of support plans for reference and amending in their short term planning files

Transfer of Information will be the responsibility of the SENCO

5. ANNUAL REVIEWS

It is a statutory requirement for children with an EHCP to have an Annual Review. At Middlestone Moor School we hold annual reviews for children with an EHCP and termly reviews for those on SEN support. Parents/carers and other agencies, where appropriate, are invited to these. Some reviews are part of the Parent/Teacher evenings in the Autumn and Summer Terms. During these reviews, feedback is given about a child's progress and new targets are agreed where necessary.

6. STAFF TRAINING

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal and professional development. The school is allocated funding from the Standards Fund each year which it may use to meet identified needs. Particular support will be given to Newly Qualified Teachers and other new members of staff.

7. POLICY EVALUATION

The implementation of this policy will be monitored by the head teacher and SENCO. It will be reviewed annually.

When reviewing the success of this policy we will take into account:

- Progress of SEN children compared to non- SEN
- Standards reached by pupils with SEN;
- The percentage of parents attending review meetings, including Annual Reviews;
- The number of complaints received regarding SEN provision.

Through regular classroom observation we will also take into account:

- The quality of curriculum planning and the extent to which teachers and SEN support staff work together as a team;
- The extent to which pupils are following an appropriately differentiated curriculum;

- The use of varied resources which enable pupils with SEN to make progress towards their targets;
- The ethos of the classroom and the extent to which pupils with SEN are well-cared for and supported.

Date of Implementation: September 2021

Date of Review: September 2022

Signed: SENCO: Gayle Luke

Signed: Head Teacher: Miss Gemma Richardson

Signed: SEN Governor:



Appendix 1: Quality First Teaching at Middlestone Moor Primary School

Middlestone Moor Primary School is committed to all children accessing the curriculum within the classroom wherever possible so that they are happy, motivated, challenged and make progress alongside their peer group. To do this we have generated a list of features which are essential if Quality First Teaching is to take place. This list is to be used as a planning tool to ensure good quality differentiation. This is a working document and will be updated as necessary. The list of differentiation strategies/resources was compiled as a result of whole staff discussion.

The agreed list of strategies/support should be evident in the classroom and day to day teaching.

Writing and Recording			
Writing frames Scribes	Talking tin lids	Left handed paper position guides	I-pads/laptops
Pencil grips	Left handed pencils	Writing table/wedges	Lolly sticks/finger spacing tools
Sound cards and wall displays	Letter formation cards/wall displays	Word walls including HFW	Word mats/cards including HFW
Marking and verbal feedback	Pattern and letter formation schemes (eg Write From The start)	Twinkl letter families	Handwriting practise with joins in order of teaching

Developing Vocabulary			
Vocabulary wall Weekly top ten words	Vocabulary lessons as part of whole class teaching	Talk partners – time to talk through and rehearse before responding	Sentence building games
Opportunities for discussion/sharing ideas in all aspects of learning	Child initiated discussion/play	Reading Plus Lexia	

Sensory and Physical Needs			
Wobble cushion	Weighted blanket	Ear defenders	Coloured overlays
Fiddle toys and textured tools and "chewellery."	Varied pace of lessons	Quiet corner/space to regulate	Calm boxes with calming toys and activities
Proprioceptive activities as required/movement breaks and activities	Adopt seating positions to take into account sensory difficulties/hearing/visual needs	Thera - bands(resistance bands) large medicine balls to sit on or roll/squash with	Additional time to complete tasks or differentiation to allow realistic timescale for completion

Mathematics			
Number lines and hundred squares	Opportunities for counting/calculating through Continuous provision	Times table grids	Bead strings
A range of easily accessible manipulatives	Interactive games and times Tables Rock Stars	Place value grids	

Fine and Gross Motor skills			
Pencil grips	Putty and playdough	Pattern and letter formation schemes (eg. Write From The Start)	Fine motor scissors
Sitting on a cushion	Sand trays/messy troughs	Writing/table wedges	Hairy letters/interactive programs
Different sized pencils and writing tools	"Squiggle Whilst you Wiggle," program	Finger gym/Dough disco	Larger/higher chairs/foot rests

Following Instructions/Active Listening/Engagement

Now and Then/ Now- Next - Then boards	Task management boards	“Chunked,” instructions/tasks where necessary	Jotting pads/post it notes (To avoid blurring out)
Clearly labelled resources and organised learning environments.	Fidget toys	Timers	Visual class timetables

Positive Behaviour

Visually displayed positive behaviour system	Gem power sticker charts	Family stars/bubble points	Awards celebration in assembly
Task management boards/Timers	Now/Next boards	Rights Respecting	Think Like A Learner
Reiteration of expectations (esp after holidays etc)	Circle Time	Family Groups	Smooth transitions
Praise and positive reinforcements	Flexible group work according to task/subject areas, strengths and learning preferences	Half termly/termly family group rewards/treats	Promotion of good ethos towards challenge/risk taking
Tactile sensory objects. Accessible quiet area to calm down	Resources and displays to promote independence	Restorative approach to social issues/disagreements	Praise pads/notes/certificates

Emotional Regulation

Fidget tools	Calm box with calming activities	Fidget toys	Anxiety /Anger gremlin activities
Quiet/calm areas	Circle time	Proprioceptive activities/movement breaks	Zones of regulation activities
Lego Brain House	Calming time at beginning of day/lessons (where necessary)	Feelings monsters/emotional barometers/identification tools to indicate feelings and allow staff to check	Jolly jar/bucket filler activities to identify positive actions and promote positivity in classes.

		in with pupils.	
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Social Skills			
Age appropriate visual timetables	Social skills sessions as needed eg, Socially Speaking program, Lego /brick building therapy	Rights Respecting agreement	Talk partners

Sensory and Physical Needs			
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Questioning			
Talk partners – rehearse before responding	Hot - seating	Topic/enquiry based learning/SELF Organised Learning Environment (SOLE)	Curiosity cubes/boxes
Learning Links to self, the wider world/prior knowledge			

Pastoral

<p>Greeting children names and with genuine and sincere enthusiasm as they enter school/Talking with pupils about their interests/what they are doing around school.</p>	<p>Positive praise</p>	<p>Taking time to listen and make eye contact</p>	<p>Acknowledging all of school community positively when in and around school.</p>
<p>Quiet/calm areas to allow regulation at start of day/lessons.</p>	<p>Sharing achievements with school, staff, parents -Face to face -Class/year group -Celebrations -Phone call/message/praise pad home -Assembly</p>	<p>Buddy systems/OPAL/LEAP at break times</p>	<p>Well established routines</p>