

## **Meersbrook Bank Policy for Special Educational Needs and Inclusion**

### **Section One: Ethos**

We at Meersbrook Bank Primary School are committed to provide for all children, including those with Special Educational needs and disabilities with a broad and balanced academic and social curriculum which is accessible and ensures they are fully included in all aspects of school life and feel equally valued and fully part of the school community.

### **Policy Formation**

This policy was developed in consultation with governors, parents, senior leadership team, teaching and support staff. This policy is linked to the Behaviour, Equal Opportunity, Assessment and Accessibility policies, and in accordance with the SEND Code of Practice 2014 and under advice from The National Association of Special Educational Needs (NASEN).

### **Responsibilities**

Rachel Edwards, The Head teacher has an overview of all aspects of Inclusion.

Anne Hinchcliffe, Inclusion Manager; takes the lead role in relation to SEND and is part of the Senior Leadership Team and the Designated Teacher for Looked After Children.

Qualifications: BA (Hons) English + Qualified Teacher Status. / Post Graduate Certificate in Special Educational Needs Co-ordination (National Award for SENcos)

Contact details: [hinchcliffea@meersbrookbank.sheffield.sch.uk](mailto:hinchcliffea@meersbrookbank.sheffield.sch.uk)

The Child Protection Liaison Officers are Rachel Edwards and Clare Shaw.

SEND Governor: Max Beatson

The member of staff responsible for meeting the medical needs of pupils is Rachel Edwards, supported by the teaching assistants who all have the relevant up to date training.

### **Section 2: Purpose of school approach to SEND**

#### **Aims**

- To raise the aspirations and expectations of all children with SEND.
- To focus on outcomes for children and not just hours of provision or support.

#### **Objectives**

1. To employ a Special Educational Needs Co-ordinator (Inclusion Manager) who will promote policy and practice specified in the SEND Inclusion policy.
2. To identify and provide for pupils who have special educational needs and additional needs through early identification.
3. To work within the guidance provided in the SEND Code of Practice 2014.
4. To operate a 'Whole pupil, whole school' approach to the management and provision of support for special educational needs, ensuring a caring and inclusive environment.

5. To use the 'Assess, Plan, Do, Review' approach (in line with the SEND Code of Practice 2014) in order to reach a high level of achievement for all.
6. To provide support and advice for all staff working with SEND pupils.
7. To work in close partnership with class teachers, support staff, outside agencies, parents/carers and the pupils themselves sharing support and advice
8. To ensure that SEND and inclusive provision is positively valued and accessed by staff and parent/carers in order to establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all children can be happy and feel safe and flourish.
9. Provide support, advice, training for all staff working with pupils of SEND to enable them to be increasingly able to adapt teaching to respond to the strengths and needs of all pupils.

### **Section 3: Identifying SEN**

#### **Definition of Special Educational Needs**

A child has a Special Educational Needs if they have a learning difficulty that calls for Special Educational provision to be made for them. A learning difficulty means that the child has significantly greater difficulty in learning than most children the same age.

#### **Definition of Disability**

A child has a disability if they have a physical or mental impairment, and the impairment has a substantial and long term effect on their ability to carry out normal day to day activities. The disability prevents or hinders the child from making use of educational facilities of a kind generally provided for others the same age.

#### **Early Identification**

We believe that pupil's needs should be identified and met as early as possible. We identify the needs of the pupils by considering the needs of the whole child, not just the SEND needs. Members of staff or parent/carers may raise an initial concern, or the school tracking data may identify pupils needing additional support. Pupil Progress meetings are held termly with the Head Teacher, class teachers and Inclusion manager to closely monitor progress and identify pupils' needs. The Inclusion Manager meets teachers termly to review the SEND register, identify barriers to learning, monitor progress and identify pupils for interventions.

Within the SEN 2014 Code of Practice there are 4 main categories of need which are considered as SEND needs. These are:

- Communication and interaction
- Cognition and learning
- Social emotional and mental health needs
- Sensory and/or physical needs

The following are considered not to be SEND but may impact on progress and attainment:

- Attendance + punctuality
- Health + welfare
- English as an Additional Language
- Being in receipt of Pupil Premium grant
- Looked after children
- Child of Service man or woman

Identifying behaviour as a need is no longer an acceptable way of describing SEND in the Code of Practice 2014. Any concerns relating to behaviour will be described as a response to one of the main 4 categories of need described above.

### **Quality First teaching**

Our school provides 'Quality First Teaching,' which includes personalising learning to meet individual needs through differentiated tasks, provision of support through modifying learning objectives, teaching styles and access to resources.

## **Section 4: A Graduated Approach to SEND support**

### **SEND Register and Monitoring Pupil Progress**

Pupils are identified as having SEND needs if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. (p.88 Section 6.37 Code of practice 2014)

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

All pupils' progress is monitored closely by class teachers and the Senior Leadership Team. If teachers/parents/carers have concerns about the progress a child is making, the teacher will notify the Inclusion Manager and the child will be added to the monitoring register. Progress will continue to be monitored and differentiated support put in place.

Where a period of differentiated support has not resulted in the pupil making adequate progress or where the nature of the pupil's needs are unlikely to be met by such an approach, the pupil will be placed on the SEND register and the Inclusion Manager, with the permission of parents/carers, will refer to appropriate outside agencies.

Once identified as having SEND, the Inclusion Manager will monitor that high quality teaching, differentiated for the individual pupil is in place. Training is provided for all teaching staff to ensure they can deliver Quality First Teaching.

Examples of outside agencies we access include:

- Early Years Inclusion Team / School 2 School support (Learning support)
- Educational Psychology service
- Speech and language Therapy (SALT)
- Autism Team
- Multi Agency Support Team (MAST)
- Children and Adults Mental Health Services (CAMHS)

### **Working in Partnership with Parents**

We consider parents have an important contribution to make in the education of their children, and we endeavour to work in partnership with parents to get the best education for each pupil. We welcome parents to visit the school to discuss their child's progress. The Inclusion Manager runs coffee mornings/workshops in order to offer support, model strategies and provide resources to support learning at home. The Inclusion Manager also runs intervention groups termly and parents are often invited in to see their child at work and the progress they are making. This helps to build a stronger partnership between the support the child

receives at home and school. Parents are often asked to complete questionnaires to help us review our practice. to support parents /carers. We also offer workshops on Emotional Literacy, anger Management and self-esteem in collaboration with MAST.

### **Managing Pupils' needs on the SEND register**

There is now a single category of support called SEN support, which replaces School Action and School Action Plus.

Termly reviews (Structured Conversations) will be held for children on the SEND register in each class termly. This is an opportunity for the Inclusion Manager, the teacher and the parents/carers to discuss progress and support. The meeting will follow the Assess, Plan, Do, Review system. Achievements and progress will be shared at the meeting, targets reviewed, needs assessed and plans are set.

The Inclusion Manager from the relevant secondary school will be invited to reviews in the latter part of Y6 which also gives parents/carers the opportunity to meet and liaise with the staff from the receiving school. Parents will continue to be welcome to meet with staff at any other times to discuss concerns. There is a core expectation that the class teacher holds the responsibility for evidencing progress.

Where pupils are identified as having SEND, provision may be made in a variety of ways, such as

- In class support for a small group with the teacher or TA
- Small group withdrawal with a TA, teacher or Inclusion Manager
- 1:1 support with a TA
- A specific programme of intervention (e.g. Beat Dyslexia)
- Provision of alternative learning materials/equipment
- Access to specialist teaching and support from external agencies

If additional support is needed, limited funding can be provided by Locality E. The Lead SENco will visit the school and assess the needs of the child.

### **SECTION 5: Exiting the SEND Register**

In consultation with parents, children making sustained good progress will be considered for removal from the SEND register.

### **SECTION 6: Supporting Pupils and Families**

Parents can access Local Authority 'Local Offer' (appendix 1) for information about what the school offers. They can also access the School's SEND Information Report (appendix 2) on the school website and see links to other support agencies. Parents are supported through termly review meetings and regular contact with the Class Teacher, Head Teacher and Inclusion Manager.

The school is fully committed to a meaningful partnership with parents/carers of children with SEND where they can be fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.

Pupils are supported during periods of transition as they move through the school as well as by all members of staff throughout the school day. Pupils with SEND are encouraged to have their say about how they can be best supported.

## **SECTION 7: Supporting Pupils 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 may also have Special Educational Needs and may have a statement, or Education, Health and Care plan (EHC) which brings together health and social care needs, as well as their special educational provision. Arrangements are made in school to support pupils with medical conditions as needed, including the training of staff. For further information, please see the school's policy on managing medical conditions.

## **SECTION 8: Monitoring and Evaluation of SEND**

It is part of the school's practice to regularly and carefully monitor and evaluate the quality of provision we offer the children; the Inclusion Manager, the Senior Leadership Team, and SEND Governor are all involved in this process.

This is an active process, including discussions with staff, parents and pupils, regular observations of interventions, work scrutiny and 'learning walks' around school, promotes continual review and improvement of provision for all pupils.

## **SECTION 9: Training and resources**

Resource needs and the training needs of staff are identified and planned during discussions with the Senior Leadership Team. All staff are encouraged to undertake training and development in order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils. The Inclusion Manager ensures staff are up to date with current initiatives through staff meetings and lunchtime briefings.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Inclusion Manager to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The Inclusion Manager attends the Locality E meetings in order to keep up to date with Local and National updates in SEND. She also liaises with other SENCos/Inclusion Managers in the local area in order to share good practice.

## **SECTION 10: Roles and Responsibilities**

### **The Role of the Head Teacher:**

- Should take overall responsibility for implementing the SEND reforms.
- Ensure that the Inclusion Manager is able to influence strategic decisions about SEND.
- Ensure the wider school community understands the implications of the reforms 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 SEND.

### **The Role of the SEND Governor:**

- Should have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the head teacher

- Must publish information on the school's websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND.
- Ensures that there is a qualified teacher designated as SENCO/Inclusion Manager.
- Co-operate generally with the Local Authority including in developing the local offer and when the school is being named in an EHC plan.
- Must ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- Must also 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.

### **The Role of the SENCo/ Inclusion Manager:**

The Inclusion Manager role is a strategic one working with senior leadership to review and refresh the SEND policy and then with the classroom/subject teacher to review its practice ensuring every child with SEND gets the personalised support that they need. The role involves:

- Overseeing day-to-day operation of school's SEND policy.
- Coordinating provision for children with SEND.
- Liaising with designated teacher where a Looked after Child has SEND.
- Advising on graduated approach to SEND Support.
- Advising on use of delegated budget/ other resources.
- Liaising with parents of children with SEND.
- Links with other education settings and outside agencies.
- Liaising with potential next providers of education.
- Working with Head and Governors on Equality Act.
- Ensuring that SEND records are up to date.

### **The Role of the Class Teacher:**

Classroom and subject teachers are at the heart of the new SEND Support system. They drive the movement around the four stages (assess, plan, do, review) of action with the support guidance of the Inclusion Manager and specialist staff.

They should:

- Focus on outcomes for the child: Be clear about the outcome wanted from any SEND support.
- Be responsible for meeting special educational needs; use the Inclusion Manager 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 which are going to help them.
- Involve parents and pupils in planning and reviewing progress: Seek their views and provide regular updates on progress.

### **The Role of the Teaching Assistant:**

- TAs are part of the whole school approach to SEND working in partnership with the classroom/subject teacher and the Inclusion Manager to deliver pupil progress and narrow gaps in performance.
- The school decides how they deploy teaching assistants depending on their level of experience. The support they give is focused on the achievement of specific outcomes within the graduated approach to SEND support agreed with parents in the context of high quality teaching overall.
- TAs can be part of a package of support for the individual child but are never be a substitute for the teacher's involvement with that child.

### **SECTION 11: Storing and Managing Information**

Documents are stored in line with the school's confidentiality policy in a locked filing cabinet or confidentially on the computer. When pupils leave the school, electronic copies are given to their new school and originals are archived. Teachers have access to all up to date documents relating to their current pupils.

### **SECTION 12: Reviewing the Policy**

The school will undertake a review of both policy and practice annually.

### **SECTION 13: Accessibility**

Accessibility plans and strategies are in place in line with what is practical with the constraints of our Victorian school building.

The school identifies and removes barriers to learning through observations of pupils and discussions between teachers and the Head teacher in pupil progress meetings and SEND meetings with the Inclusion Manager.

The school promotes access to all pupils to the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities and school visits.

### **SECTION 14: Dealing with Complaints**

If a parent/carer wishes to complain about the provision for their child, they should, in the first instance, raise it with the class teacher or Inclusion Manager. If the issue cannot be resolved, the parent/carer can submit a formal complaint to the Head teacher, who will respond promptly.

### **SECTION 15: Bullying**

The school endeavours to safeguard the needs of pupils with SEND, promoting independence and building resilience in their learning. In line with the school's Bullying Policy steps are taken to ensure and mitigate the risk of bullying of vulnerable learners in school. Specific approaches are taken by the school to address the specific needs of pupils and use and understanding of social media.

### **SECTION 16: Appendices**

- 1) SEND Local Offer, 2017
- 2) SEND Information Report for parents, 2017
- 3) Parent's Guide

Anne Hinchcliffe – Inclusion Manager October 2017

Appendix 1: For our Local Offer, please visit

<http://www.sheffielddirectory.org.uk/kb5/sheffield/fsd/organisation.page?id=dTjLCeWGqow>

## Appendix 2

## **MEERSBROOK BANK COMMUNITY PRIMARY SCHOOL**

### **SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT**

Meersbrook Bank is small mainstream primary school. It meets the needs of a range of learners with different needs including: communication and interaction; cognition and learning; social, emotional and mental health; sensory and physical needs.

The school's Inclusion Manager is Mrs Anne Hinchcliffe.

#### **Arrangements for consulting children/young people with SEND and their parents and involving them in their education**

This is achieved through:

- Involving parents and their children in decisions about the provision and intended outcomes including any possible changes
- Inviting parents to parent evenings and termly review meetings
- Providing a written report on progress each year
- Using questionnaires to provide pupils with the opportunity to express their views about school
- Consulting pupils/parents as part of annual policy reviews
- Operating an open-door policy
- Inviting pupils to attend meetings where appropriate, where their provision is to be discussed

#### **1.1 Arrangements for the Identification and Review of Pupil Needs**

Early identification of pupils with special needs is critical to their success (SEND Code of Practice). When pupils start at Meersbrook Bank School, we liaise with local Nurseries so that we are aware of any special educational needs of all pupils and those identified as requiring additional support. This may be done by telephone, meetings, and letters or case notes. When at school, pupils may be identified through:

- Termly assessments/KS1 SATs results
- Referral by parents / carers
- Referral by teacher
- Referral by Outside agencies
- Failure to make the expected progress despite high quality teaching which is differentiated and personalised to meet the needs of the student

#### **Review of pupil needs is carried out in the following ways:**

- Assessment,
- Gathering views of stakeholders including children/young people and their parents/carers
- Tracking of progress, including termly 1:1 pupil/teacher interviews in Y2-Y6
- Internal Review and Referral Meetings

## 1.2 Arrangements for Meeting the Needs of Pupils with Special Educational Needs

At Meersbrook Bank School, every effort is made to achieve maximum integration of pupils with Special Educational Needs and Disabilities with their peers, while meeting their individual needs. Pupils are taught in mixed ability groups for some subjects and in ability groups for others. The special needs of most pupils will be addressed through differentiation and personalisation of learning. Teachers differentiate, through teaching styles and reasonable adjustment of policy, procedure and learning environment-including where necessary, specialist equipment, computer software and applications so that all pupils make progress. Personalisation is achieved through adapting the curriculum so that all pupils can achieve. However, the school also delivers a range of interventions as identified through student need. This includes:

- ICT Lexia reading programme
- Reading volunteers
- Small group tuition in English/Maths/Speech & Language/Social Skills led by trained Teaching Assistants
- Interventions/Family groups led by Inclusion Manager
- Classroom support to increase curriculum access, pupil achievement and develop independence
- Targeted group support during lessons
- Lunchtime and after school clubs
- Sessions delivered by outside agencies such as Speech and language

Pupils are also supported with their emotional and social development. Identification is done via:

- Pupil progress Meetings identifying vulnerable students;
- Referral to outside agencies.

Pupils also have access to a range of resources, including:

- Books, materials and learning activities to suit pupils of differing abilities;
- Information technology facilities including lap top computers;
- Library provision which reflects the needs of pupils with Special Educational Needs;
- Auxiliary aids and modified equipment are also made available as necessary and in line with the 2010 Equality Act

The School encourages any pupils who have some sensory impairment, communication problem or physical disability, to use their normal aids to speaking, listening, reading or writing. To better meet individual needs reasonable adaptations are made to work spaces, equipment, instruments or furniture within curriculum areas under the guidance of the Inclusion Manager.

Pupils and their parents/carers will be consulted in person, by letter or by telephone regarding any extra support. Taking pupils out of lessons may be necessary at times to enable the delivery of specific intervention.

Resources are deployed according to pupil need.

## Exam Access Arrangements

Pupils requiring additional support are assessed to investigate whether they require special arrangements to be made for them during KS1 and KS2 SATs exams and assessments, so that they are not unfairly disadvantaged. These arrangements may include:

- Extra time
- Access to a scribe, reader or laptop

The Class teacher identifies the support a pupil requires using information regarding a student's "normal way of working."

## Local Offer

From September 2014, the Local Authority (LA) published its Local Offer, detailing the range of services that are available to support children with additional needs and their families. This includes the following services with which we are able to engage.

1. Educational Psychology Service;
2. MAST (Multi Agency Support Team)
3. Speech Therapy;
4. Physiotherapy;
5. Occupational therapy;
6. Special Educational Needs Team, Local Authority
7. Police
8. Social Services
9. School Nurse/Doctor
10. Special educational needs and disability, information advice and support service (SENDIASS)

The School may ask for input from specialist services at any time that it is deemed appropriate, e.g. advice on the identification, assessment and effective provision of resources.

Co-operation between the School, the LA, the health services and social services is vital in securing effective assessment, intervention and deployment of resources for pupils with SEND. Indeed, the Children's Act 1989 and the Education Act 1993 place statutory duties on these agencies to co-operate with the School/LA's request unless they consider that the request is not reasonable (with respect to available resources) or that the required help is not necessary for the LA to discharge its functions.

## 1.5 Arrangements for Transition Year 6-7

Transition for pupils with identified SEND is facilitated through:

- An enhanced programme of transition including extra visits to Secondary Schools;
- Summer school at Secondary schools;
- Secondary SENco Attendance at Annual Review Meetings;
- Secondary SENco visits to Primary setting to meet vulnerable students;
- Secondary SENco visits to Primary setting to gather information to enable us to better meet student needs;
- Transition Meeting with parents/carers;
- Parent/carer visits to school.

## **1.6 Securing expertise among teachers and other adults working in the school to support pupils with SEND**

This is achieved through:

- Working closely with the Inclusion Manager and Senior leadership
- Being able to access information about pupils
- Attending INSET provided by colleagues within the school or outside agencies to keep abreast of best practice. The INSET Programme is arranged by the Head teacher who allocates the INSET budget, balancing the needs of the whole school and individuals within the framework of the school improvement plan.

## **1.7 Arrangements for providing access to the curriculum**

All pupils should access a, “broad and balanced curriculum,” including the National Curriculum unless specified otherwise in a statement of SEND/ Education Health Care Plan. In exceptional circumstances (for example on medical grounds) a disapplication for the National Curriculum would be sought.

**Pupils are supported to enable access to the curriculum in a variety of ways:**

- Teachers endeavour to provide differentiated work and materials so that pupils with special educational needs and disabilities can make progress;
- In-class support- Individual pupils, particularly those with statements/Education Health Care Plans may receive support within the classroom from a Teaching Assistant working under the guidance of the teacher. Groups of pupils may be targeted for more general support;
- Individual pupils or groups of pupils may be withdrawn from class to work with Teaching assistants /Inclusion Manager. Such provision for a pupil needs is negotiated individually, and parents/carers are always involved in such decisions;
- Modified equipment and auxiliary aids may be provided to enable pupils to access the curriculum in line with the 2010 Equality Act;
- Where necessary, “reasonable adjustments” may be made to the school’s policies and procedures or physical environment so that they do not act as barriers to learning or inclusion, in line with the 2010 Equality Act.

## **1.8 Arrangements for providing physical accessibility for pupils with disabilities**

Pupils with disabilities are welcomed at Meersbrook Bank. Due to the nature of our Victorian building, accessibility is restricted for pupils and adults who are unable to use stairs; in accordance with Sheffield City Council’s Personal Emergency Evacuation Plan, pupils in wheelchairs, who need crutches or a physically unable to use stairs are able to enter the building using the ramps provided on the lower ground floor. Access is restricted to this floor to ensure that the pupil would be able to exit the building during an emergency. A classroom and toilets, including a disabled toilet are located on this floor. For further information, please access the school’s Accessibility plan.

Within the school all classrooms have window blinds to ensure pupils with light sensitivity or visual impairment needs are met, any barriers or apparatus are highlighted and adequate lighting is provided.

## **1.9 Inclusion of pupils with special educational needs**

Wherever possible, pupils with special educational needs or disabilities are integrated with their peers in order to achieve the best balance of educational and social progress.

Within the curriculum the balance of integration, support and withdrawal is negotiated for each individual in order to meet the requirements of their statement/Education Health Care Plan or their SEND support. Pupils with SEND are encouraged to participate in extra-curricular activities, and every reasonable effort is made to facilitate this through meeting any additional requirements relating to transport, and their own or other people’s health and safety, wherever possible.

## 1.10 Evaluating the effectiveness of provision

This is achieved through:

- The views of all stakeholders
- Termly reviews
- Assessments and tests
- Tracking data, including achievement, progress, behaviour and attendance
- Review of targets
- Multi Agency meetings.

## 1.11 Complaints Procedures

Good communication is essential if we are to best meet the needs of our pupils and resolve any issues quickly. If there are any concerns, parents are invited to contact the school as follows:

- Issues to do with pupils' wellbeing or learning are best resolved by the teacher or Inclusion Manager.

If the issues are not dealt with satisfactorily, parents/carers may contact the Head teacher and then the Chair of Governors. Advice on how to do this can be accessed through the school's reception.

**Appendix 3** – A Parent's Guide to what happens in School for pupils with SEND. This leaflet is available in school, provided for all parents who attend structured conversation meetings with the Inclusion Manager, and on our website. <http://www.meersbrookbank.sheffield.sch.uk/sen/information>

**Inclusion Manager:** Anne Hinchcliffe October 2017

Head teacher: Rachel Edwards

Governor responsible for SEND: Max Beatson