

**Special Educational Needs
Policy Statement & Operational Guidance**



February 2018

Rationale

Recognising and responding to an individual's special educational needs is a shared responsibility. Parents, teachers, support staff, advisory staff and the child should all be involved in working together to plan provision.

Provision for children should be with peers wherever possible and be appropriately resourced.

Purpose

At Marlborough Primary Academy we believe that all children should have access to a creative, cross curricular and balanced curriculum suitably differentiated to meet individual needs. We seek to promote effective learning for all children in order that they make progress, realise their potential and develop a sense of self-worth. We listen to the views of the children and seek to take these into account. We also believe that parents / carers have a vital role to play in supporting their child's educational needs. We work in partnership with parents / carers and other external agencies to ensure the best support possible is given to the child.

Organisation

The majority of the teaching of SEND pupils takes place within mixed ability classes. For a lot of their work, children may be placed in ability groups within the classroom. All classes receive teaching assistant support. The larger proportion of this support should be targeted at SEND pupils.

Classes with children, who have an Education, Health and Care Plan will receive additional support according to the level of need determined by the Education, Health and Care Resources Panel. Where considered appropriate, additional support for Statemented pupils may not necessarily be through direct intervention with a teaching assistant. There is some withdrawal teaching concentrating on literacy and numeracy skills.

Role and Responsibility of the SENDco.

The SENDco is responsible (in collaboration with the Headteacher and SEND Governor) for:

- Overseeing the operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with and advising other teachers
- Advising Teaching Assistants
- Overseeing all records of children with SEND
- Liaising with parents/carers of children with SEND
- Contributing to the INSET of SEND
- Liaising with external agencies including the Multi Agency Support Team, Educational Psychology Services, Learning Mentor, Trained Counsellor and Health and Social Care.

Staff Responsibilities

Guidance on assessment and provision for pupils with SEND is contained in appendix 1.

All teachers have a responsibility to provide for the children with special educational needs in their class. Class teachers must ensure that they keep relevant records (see appendix 2) and that they liaise with the Special Educational Needs Co-ordinator (SENDco).

The SENDco will follow the 'National Standards for Special Educational Needs Co-ordinators' as published by the Teacher Training Agency

The named governor with responsibility for SEND is Lara Sinclair. Under the Code of Practice of the 1993 Education Act, the Local Authority has a duty to consult the governing body of the school before naming that school on a child's statement of SEND. In the vast majority of cases pupils are already on the roll of the named school.

Day-to-Day Organisation

Personnel

SENCo

The SENDCo, Brendan Anderson, is employed in a non-teaching role, working three days per week, to carry out the required duties.

Class teachers

Class teachers are responsible for the daily planning, teaching and assessment of all children with SEND in their classes. They are the people who are in the best position to liaise with parents in most cases. At Marlborough Primary Academy, it is their responsibility to inform parents if their child is on the SEND register. They can best explain the support that the child will receive in their classes and offer ways in which the parents can support their child's learning at home.

Class teachers hold and maintain up-to-date records for the SEND children in their class, kept in an orange file. These are readily available for anyone working with or discussing a particular child. The class teacher will ensure that issues of confidentiality are respected. It is important that all records for pupils that move schools are passed on to the SENDco as soon as possible for transfer.

Teaching Assistants

Teaching assistants work directly with individuals and groups under the direction of the class teacher and overseen by the SENDCo.

Their contribution to the records of individual pupils is seen as a valuable input to the schools record keeping system.

The timetables of teaching assistants are jointly planned by the staff in order to target specific needs. Current timetables are available from the headteacher.

Curriculum Co-ordinators

Curriculum co-ordinators have a role in assisting the development of good practice for children with SEND in the context of their subject.

Liaison between Staff

Liaison between all staff mentioned above is vital if the provision for children with special needs is to be effective in our school.

Time will be available during the first staff meeting of each month for the SENDCo to up-date staff on recent external referrals and particular difficulties in individual children which staff should be aware of. This meeting is also for staff to raise individual cases and concerns and a forum where other staff may be able to offer insights or advice.

The School Tracker is used to monitor the progress of individual pupils and groups in turn this is used to evaluate the effectiveness of the provision for pupils with SEND. We ensure that interventions have clear time scales and success criteria enabling pupils to enter and exit interventions as required.

Partnership with Parents

Parents are kept regularly informed of their child's progress once a need has been identified. The class teacher is the key person to liaise with the parents but the SENDco and/or the headteacher may be involved if necessary. Home/School links are very important in our school and where possible we shall involve parents in supporting their children at home and at school.

The Parent Information Advisory Service is available to support parents of children with Special Educational Needs. Details are available from the SENDco.

At this school, parents are encouraged to bring any concerns to the attention of the child's class teacher. If concerns persist the parents may refer to the SENDco and thereafter to the headteacher. If the difficulties continue to be unresolved, the complaint may be brought before an appropriate Governors Committee. Should a parent continue to be dissatisfied, they should be reminded of the possibility of invoking the complaints procedure.

Resources

The school possesses a range of materials for identification, assessment and teaching in the area of SEN. Resources are labelled and kept in the Science resources room.

Record Keeping

An 'Inclusion List' is kept, and updated on a termly basis by the SENDCo. This is a confidential document. It constitutes a working document and contains the following information;

- List of pupils with special educational needs.
- A copy of the school's provision map.
- Contact numbers for support groups and external agencies
- Class lists of pupils on the Code of Practice receiving any form of additional provision to support their learning.
- Summary of statistics.

The resources room houses a filing cabinet in which the following information is kept;

- blank forms for record keeping and external referrals
- general SEN info from support groups, DfEE etc.
- catalogues of SEN resources

Confidential information is kept in a locked cabinet in the school office.

All correspondence with outside agencies, including the Local Authority for statemented children is kept in the child's folder in the SEN cabinet, in the school office.

Admission Arrangements

The admissions policy is given in the school prospectus.

Future Plans

- to monitor progress made by children with SEN .
- to use the training opportunities available to foundation staff, eg Blast and Elklan, to help with tackling the speech and language difficulties displayed by the high number of children in foundation stage.
- to continue to raise awareness of all school staff of SEN issues and to provide appropriate training. teaching assistants to use Precision Instruction training for Reading and Numeracy on identified children.

Appendix 1: Guidance on Assessment and Provision for SEN Pupils

The assessment process is fourfold. It focuses on the child's learning characteristics, the learning environment that the school is providing for the child, the task and the teaching style. It should be noted that some difficulties in learning may be caused or exacerbated by the school's learning environment or adult/child relationships. This means looking carefully at such matters as classroom organisation, teaching materials, teaching style and differentiation in order to decide how these can be developed so that the child is enabled to learn effectively.

If a child has an identified special educational need when they start primary school, the head teacher, SEND coordinator and the child's class teacher will:

- use information arising from the child's previous education experience to provide starting points for the curricular development of the child
- identify and focus attention on the child's skills and highlight areas for early action to support the child within the class
- use the curricular and baseline assessment processes to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties
- ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning
- involve parents in developing and implementing a joint learning approach at home and in school.

Early Help Support Plan

The triggers for intervention through Early Help Support are the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

If a child's class teacher in consultation with parents concludes that a child may need further support to help their progress, the teacher will seek the help of the SENDco. The teacher and the SENDco will consider the teacher's reasons for concern alongside any information about the child already available to the school.

To help inform the decision on the nature of the additional help that might be needed by the child through *Early Help Support*, the class teacher together with the SENDco will collect all the available information about the child and seek additional information from the parents.

The class teacher and SENDco will take the lead in the further assessment of the child's particular strengths and weaknesses; planning future support for the child in discussion with colleagues; and monitoring and subsequently reviewing the action taken. The child's class teacher should remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents must always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

The information collected about the child, and details of the extra help given to them, can be incorporated in the child's individual record. The record should also include previous observations on the child made as part of the assessment and recording systems in place for all children.

SEND Support

Schools will consult specialists when they take action on behalf of a child through *SEND Support*. At *SEND Support* external support services, both those provided by the LEA and by outside agencies, will advise teachers about new IEPs and fresh targets, provide more specialist assessments, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for *SEND Support* will be that, despite receiving an individualised programme and/or concentrated support under *Early Help Support*, the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and numeracy skills;
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme;
- 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.

The SENDCo and class teacher, together with curriculum, English and Maths co-ordinators and external specialists, will consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. In some instances improved management or alternative arrangements based on advice from health professionals may considerably reduce the child's special educational needs.

The resulting new IEP for the child will set out fresh strategies for supporting the child's progress through provision mapping. Although developed with the help of outside specialists, the strategies specified in the IEP should usually be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

If the SENDco and the external specialist consider that the information gathered about the child is insufficient, and that more detailed advice must be obtained from other outside professionals, then the consent of the child's parents must be sought.

The SENDco and class teacher will note on the child's IEP:

- what further advice is being sought
- the support to be provided for the child pending receipt of the advice

School referral for an Education, Health and Care Plan (EHCP)

An EHC plan is the document which replaces Statements of SEN and Learning Difficulties Assessments for children and young people with special educational needs. The EHC Plan is for children and young people aged 0 – 25. It focuses on identifying individual outcomes and puts children, young people and their families at the centre of the assessment, planning and review process. The majority of children and young people with SEN and disabilities will have their needs met by school. However, for those with complex needs that cannot be met by the support put in place by school, an EHCP needs assessment may be required.

If the class teacher or SENDco have deeper concerns about the child, or if there is a significant lack of progress as recorded through termly assessment data, the SENDco will consult the parents and make a referral to the school's Educational Psychologist.

Where referral for a statutory assessment is made to the LEA, the child will have demonstrated significant cause for concern. Usually they will be operating at least two years below their peers or their behaviour is putting them at serious risk of exclusion.

The EHC Plan will be reviewed annually to keep it up to date. It can be reviewed more frequently if needed. At the annual review the child will be able to tell his/her story, the Plan will be discussed, and funding may be updated to reflect statutory responsibility, progression and changing need.

Working with Children with an Education, Health and Care Plan

All children with statements of special educational needs will have short-term targets set. The strategies to meet these targets will be set out in an IEP. As at *Early Help Support* and *SEND Support* the IEP should record only that which is additional to or different from the differentiated curriculum plan.

Appendix 2: Paperwork and records to be kept by the class teacher

All class based SEN paperwork is to be kept in the orange folder. This is to be used as a working document by class teachers. In each Orange Folder will be a copy of current IEPs, records, observations and notes on each child. Additionally, any correspondence received during the term and relating to the child will also be kept in the Orange Folder. At the front of each folder will be a copy of the class page as contained in the school's Inclusion List.

Teachers are required to maintain copies of the following documents for each child who is receiving additional provision due to their experiencing Special Educational Needs.

Register of Initial Concern

A record of the child's initial concern, the date when a dialogue was opened up with parent(s) and core details about the child.

Individual Education Plan (IEP)

These are held electronically on the school's intranet server. They are up-dated termly. The SENDCo will create a blank IEP for each child. This will be held in a class folder. The SENDCo will support each teacher in producing IEPs until they feel confident using the system. IEPs contain the following information

- basic details about the child
- main area of concern
- details of the provision being made
- pupil and parental comments
- no more than 3 or 4 SMART targets

- review date and reviews against each target
- suggestions for work that parents might do at home to support their child's learning
- review outcome

In addition, a statemented child's IEP will contain a record of their short-term annual review targets. The teacher is strongly encouraged to ensure that provision and IEP targets support the aims of the child's statement.

Records/Observations

Some children will require more detailed records. Usually those pupils who are experiencing emotional, behavioural or social difficulties. Extreme or unusual behaviour should be recorded on a daily basis or as needed. This will serve two purposes, firstly it will act as a record of the child's difficulties. Secondly, over time, it will support the teacher in broadening their understanding of the child.

Transitions

There are a number of arrangements to support children at different transition points within their journey through school. Pupils take part in transition sessions where they meet their new class teacher, children and environment. We provide an enhanced transition for pupils who need additional support to make a smooth transition into their new environment, and where necessary with the support of the Communication Interaction Team and MAST. Teachers meet at the end of each academic year to share any needs, family background and current interventions/targets. The SENDco always hold this information so there is a clear overview.

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