

# Milborne St Andrew First School

## SEND Policy

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# Milborne St. Andrew First School

## COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 (*July 2014*), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (*DfE May 2014*)
- SEND Code of Practice 0 to 25 (*July 2014*)
- Schools SEN Information Report Regulations (2014)

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Headteacher has overall responsibility for Special Educational Needs and Disability in MSA First School.

The designated teacher responsible for coordinating SEN provision for children/young people is: Sharon Hunt

The persons co-ordinating the day to day SEND provision for children/young people at School are: Sharon Hunt and Jenna Wittman

The Governor with oversight of the arrangements for SEN and disability is: Trish Padwicke

Staff and Governors aim to create a caring community where children can flourish in a stimulating environment. The children's academic and personal development is a central part of the school's aims. Children are given opportunities to reflect on and celebrate their achievements in all areas of school life. We have high expectations of all our pupils and we are committed to developing every child to the best of their ability.

Our school is a secure place to learn, a place where children are encouraged to thrive and develop into young people, in a school community where learning, both academic and personal will continue regardless of age, ability level, race, gender or physical disability.

## **AIMS AND OBJECTIVES**

MSA First School has high aspirations for all children identified as having an SEN in our school. We strive to ensure all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

### **AIMS**

- Create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- Identifying at an early age, individuals who need extra help and attention.
- Enabling each child to take part in and contribute fully to school life.
- Developing self esteem within individuals.
- Provide access to and progression within the curriculum.
- Working in partnership with parents to support children's learning and health needs.
- Provide quality training for staff that enables them to support children with special educational needs and disability.

### **OBJECTIVES**

To identify and provide for pupils who have special educational needs and additional needs

- To work within the guidance provide in the SEND Code of Practice, 2014
- To operate a "whole child, whole school" approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator(SENCO) who will work with the SEN Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils

## **ROLES AND RESPONSIBILITIES**

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that MSA's arrangements are published on supporting disability and medical conditions, equality, school and SEN information pertinent to the SEND Policy.

The school sets targets for each child and monitors their progress regularly. If children are not making the expected progress the staff investigate why this might be the case. There can be a variety of reasons for this including, sometimes, a special educational need, which may be making learning difficult for that child.

If your child's teacher or you think that they may have SEND they should talk together in the first instance. Staff are highly skilled and have a range of interventions that they can do which may help to remove some of the barriers.

## **ADMISSION ARRANGEMENTS**

MSA First School uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, securing admission to school. In addition to this MSA First School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, MSA First School liaises with the local authority, health services and parents to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority's website.

<http://familyinformationdirectory.dorsetforyou.com/kb5/dorset/fsd/service.page?id=O0K24LBfwPo&localofferchannel=0>

## **FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY**

The school has an Accessibility Plan that is monitored, reviewed and then reported upon annually by the Governing body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

The school has a range of specialist SEND facilities in place.

- Physical environments, wheelchair access
- Disabled Toilet
- Ramps to access school building and playground

## **SEN INFORMATION AND LOCAL OFFER**

The school website holds information about SEN and specific information on how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority's website. This can be found at [www.dorsetforyou.com/local-offer](http://www.dorsetforyou.com/local-offer) and then by using the search engine to find our school or other Dorset schools. The local offer website holds a directory on facilities and resources available from many services within Dorset.

## IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEN under four broad areas of need (sections 6.28 to 6.35):

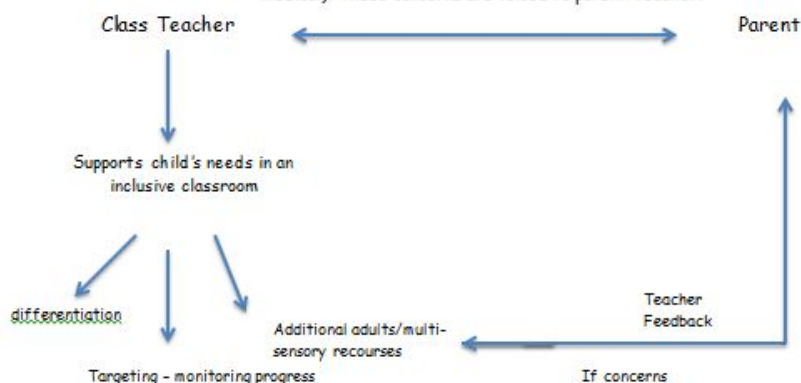
- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

Children may have needs in more than one category of need and we aim to ensure that distinct plans match individual learning requirements.

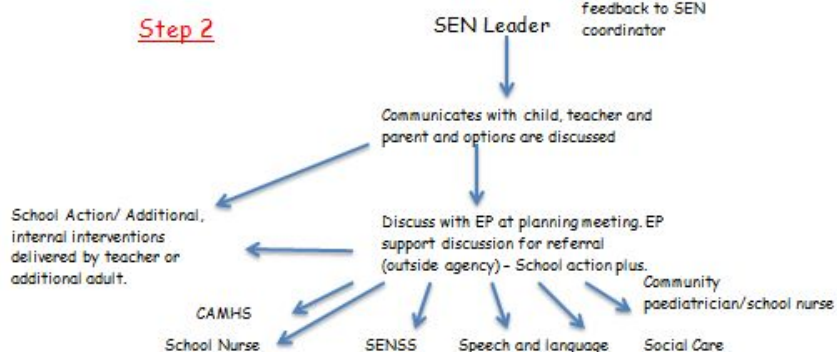
### What happens in school if we identify a child to have Special Educational Needs?

#### Step 1

Either parent or class teacher recognise a child to have educational needs (Physical, emotional, learning, behavioural, medical). These concerns are voiced to parent/teacher.



#### Step 2



These agencies support schools in providing the best specific provision for the child. Communication between outside agency, SEN leader, class teacher and parent continuous through this process.

Learning needs are managed either by using 'School / SEN support' or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met at the school support level.

Our teachers are responsible and accountable for the development and progress of the children in their class, including where pupils access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual children is the first step in responding to pupils who have or may have learning needs. This is known as a 'graduated response'. We regularly and carefully review the quality of teaching for all children including those at risk of underachievement. Where it is clear that additional intervention is not supporting progress it is likely that a child may have special educational needs. If a child has been identified as having special educational needs extra support will be put in place (in some cases an IEP will be actioned) and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a pupil does have SEND, the decision should be recorded in the school records and the pupil's parents **must** be formally informed that special educational provision is being made.

The SENCO will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEN.

Staff monitor the progress of all pupils to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

Some examples of other influences upon progress:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Children
- Service children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEN
- Bereavement and family issues.

## **MANAGING SEND CHILDREN IN OUR SCHOOL**

Where a child is identified as having SEN and or a disability, MSA First School adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice:0 to 25 (*July 2014*) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

- The Class teacher and SENCO keep any plan or IEP up-to-date
- It is reviewed termly and feeds into pupil progress meetings
- The level of provision is decided by the level of need
- If we identify that we are unable to fully meet the needs of a child through our own provision arrangements, we liaise with the EP and SEN Caseworker
- If we identify that additional funding and support are needed from the Local Authority's High Needs Block, we work closely with the LA including EP and SEN caseworker
- We may need to complete a Single agency referral/CAF

- Parents need to be actively engaged in this process
- Staff share concerns with SENCO about children's progress through Green cause of Concern slips

## **COMING OFF THE SEND RECORD**

A child will be removed from the SEN Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully and making progress in alignment with peers. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan.

However a child's progress will continue to be monitored by using the school's tracking systems.

## **STORING AND MANAGING INFORMATION**

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security of information.

## **SUPPORTING CHILDREN WITH MEDICAL CONDITIONS**

MSA First School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (*DfE April 2014*). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that MSA First School are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See the MSA First School's policy on "Supporting children at school with medical conditions".)

## **TRANSITION ARRANGEMENTS**

MSA First School is committed to ensuring that parents have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents and agree the information that will be passed to the next phase of education.

Special transition are made at all levels above and beyond what is part of the general transition process.

For children with a current Statement of Special Educational Need, the local authority aim to move all with Statements on to Education, Health and Care Plans by 2018. Children for

whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (*DfE - July 2014*) and if appropriate, issued with an EHC Plan. During this interim period, both documents will be respected and managed using the new SEND Code of Practice.

## **TRAINING AND RESOURCES**

Training needs are identified through a process of analysis of need of both staff and pupils as and when required.

The SENCO will provide information on specific needs for new staff.

Schools need to indicate where the SENCO will network for personal training.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

## **SEN INFORMATION**

MSA First School presents its SEND information in three ways:

- i. by information placed on the school website
- ii. by following the link from the school website to the local authority's Local Offer website;
- iii. through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites. These policies and plans are also available on the website

- ✓ The SEND Policy
- ✓ The school's SEN Information ( avoid duplication of information )
- ✓ Link to Dorset's Local Offer website
- ✓ The policy for Supporting children at school with medical conditions
- ✓ The Accessibility Plan
- ✓ Link to the Equality information – possibly held elsewhere on the website under its own tab
- ✓ Link to school admissions information

## **ACCESSIBILITY**

MSA First School publishes its Accessibility Plan on the school website.. Further information about our school's accessibility can be found on the local authority's *Local Offer* website.

## **COMPLAINTS**

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the



care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCO.

MSA First School publishes its Complaint's Policy on the school website.

## **REVIEWING THE SEND POLICY**

This policy will be reviewed annually and updated through Staff meetings, Parents Forum and Governor meetings.

## **LINKS TO OTHER RELATED POLICIES**

Supporting children at school with medical conditions

Accessibility Plan

Equality / equality information and objectives

Safeguarding

Anti bullying

Vulnerable Groups

Data protection