

Melton Primary School

SEND Policy

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Approved by: Full Governors

Signed by: Phil Bruce

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Review due: May 2018

Melton Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Melton Primary School Policy for Special Educational Needs

Melton School is a fully inclusive school. All children are welcome including those with special educational needs. Melton School is committed to offering an inclusive, challenging curriculum to ensure the best possible progress for all learners whatever their needs or abilities.

Definition

Pupils have Special Educational Needs if they have learning difficulty or disability which calls for special educational provision to be made for them, that is additional to or different from that which is normally available to other learners.

Aims

The aims for children with special educational needs are the same as for all learners at this school.

All children

- should have access to a broad, balanced and relevant curriculum incorporating the National Curriculum.
- will be valued equally and encouraged to develop and maintain their esteem and feel a sense of achievement through recognition of their successes.
- will be fully integrated into the life of the school, encouraged to hold positions of responsibility and to represent the school in a range of activities and events.
- will be given the opportunity to develop their potential academically and socially.

The Specific Objectives of Melton School's SEND policy are:

- To identify learners with educational needs and disabilities as soon as possible and to ensure that their needs are met.
- To ensure that learners with special educational needs and disabilities join in with all the activities of the school.
- To ensure that all learners with SEN make the best possible progress.
- To ensure that parents are informed of their child's special needs and that there is effective communication between school and parents/carers.
- To ensure that learners express their views and are fully involved in decisions which affect their education whenever possible.
- To promote the school's SEND offer so as to create and maintain effective partnerships with all staff, parents and outside agencies when appropriate.

The success of the school's SEND policy will be judged against the aims and

Roles and Responsibilities

The Governors

The governing body will ensure that the school makes appropriate special educational provision for all pupils identified as in need of it. Governors receive an SEND report from the SENDCo termly and review the SEND Policy annually. Whilst the governing body as a whole is responsible for this, the named governor with an interest in Special educational needs is **Phil Bruce**. He will:

- liaise with the SENDCo
- monitor the budget
- liaise with and inform the governing body of SEND matters
- invite the SENDCo to governors meeting as required.

Head Teacher and All School Staff

The Head teacher is responsible for the day to day management of all aspects of the school's work, including provision for learners with SEND. The Head teacher will keep the governing body informed and work closely with the SENCO.

Special Educational Needs is a whole school concern. Therefore all teaching and non-teaching staff are involved with the development of the school's SEND policy and are aware of the school's procedures for identifying, assessing and making differentiated provision for pupils with SEND.

The Class teacher

The class Teacher is responsible and accountable for the development and progress of the children in their classes, including where pupils are accessing support from other teaching staff or specialist staff.

Special Needs Co-ordinator

The Special Education Needs Co-ordinator, [SENCO] works closely with the Head teacher, senior management, teachers, teaching assistants, governors and outside professionals. The SENCO is responsible for the day to day monitoring of SEND provision within the school. This involves:

- monitoring the progress made by children with SEND and liaising with teachers to plan future provision
- maintaining a regularly updated SEND register and overseeing all the

SEND records of learners included on it

- co-ordinating provision of SEND within the school and seeking to develop effective ways of overcoming barriers to learning
- assist class teachers in planning and resourcing individual, group and pastoral support interventions.
- liaising with the Family Support Worker (FSW) in co-ordinating meetings with parents/carers for the referral of a Common Assessment Frameworks (CAFs)
- attend Team Around the Child Meetings (TAC)
- organise and attending Annual Reviews
- produce written reports for the LA following Annual Reviews
- make referrals for Alternative Provision (AP) such as Pupil Referral Units (PRUs)
- make referrals for Education, Health & Care (EHC) – *which replace* Statutory Assessments of Educational Need
- refer children for assessment by Educational Psychologists and other professionals
- oversee assessments of children's needs from the class teacher and other professionals.
- keeping the Head Teacher informed of SEND matters
- liaising with the parents/carers of children when required
- updating staff with developments in SEND procedures and practice
- co-ordinating and implementing regular training on current SEND practices for all school staff
- apply for high tariff top up funding where applicable.
- consult with the Head Teacher and Governing body on the best use of SEND budget
- organise SEND training for parents/carers

Admission Arrangements

Arrangements for admission of SEND children are in line with the LA admissions policy and the admissions policy of the governing body. Melton School recognises the right of parents of a child with SEND to choose a mainstream school for the education of their child. Melton School aims to make this possible whenever it is in the best interests of the child and fellow pupils.

Parents or carers seeking the admission of a pupil with mobility or other difficulties, are advised to approach the school well in advance in order that consultations may take place to facilitate easy access or suitable provision for the child.

Areas of Specialism

Melton School currently provides the following facilities:

- Gym Trail for developing fine and gross motor skills
- access to a nurture group that supports children with social, emotional and behavioural difficulties
- access to lunchtime support for children experiencing social, emotional and behavioural difficulties.
- a skills group for bespoke intervention that is needed to address specific areas such as 'danger awareness at home and at school' or pre teaching 'puberty' to children with SEND. This is staffed by two experienced teaching assistants and monitored by the SENCO and FSW
- structured support for the smooth transition of pupils starting in Reception, moving class or changing/transferring to new schools
- a full range of educational and pastoral interventions – listed on the school website

Identification, Assessment, Provision and Review of Special Educational Needs

Melton School is committed to the early identification of special educational needs. To this end the school liaises closely with feeder pre-schools in order to make early appropriate individual provision for children with SEND. Children transferring to Melton will follow the same procedure as well as being assessed to highlight any additional needs.

After admission to the school, if a member of staff or parent is concerned about a learner, a range of evidence is collected through assessment, observations and monitoring arrangements by the class teacher.

If the evidence suggests that the learner is not making the expected progress, despite increased differentiation in the classroom and basic target setting, the class teacher will consult with the SENCO in order to decide whether additional and/or different provision is necessary. Progress meetings take place half termly.

Children with SEND will be recorded, monitored and assessed accordingly and set a plan for overcoming barriers to learning.

Targets for the pupil will detail:-

- Any barriers preventing learning
- the short term targets set for by the teacher and pupil
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed to assess the effectiveness of the intervention

At review point, if despite significant support and intervention, the school has evidence that a pupil is making insufficient progress, it may, with parental agreement, seek further advice and support from outside professionals.

Interventions from these professionals will follow the same structure. Liaison between the professionals, teaching staff and pupils will be recorded and available for discussion and reviewing at regular intervals (depending on individual cases, this could be fortnightly, half termly or termly).

If the needs of a learner are not sufficiently addressed at this level of support then, with parental agreement, a referral for an Education Health & Care Plan (EHC) will be made.

This entails an assessment of the learner's development and needs by an Educational Psychologist and any other professionals as might be deemed necessary. A plan will then be issued to the school and to the parents/carers, outlining the provision required by the learner, which the school must provide.

For pupils who have EHC plans, in addition to the regular review of their targets, there will be an Annual Review. This is a meeting at which the child's progress and the level of support outlined in their plan will be reviewed. This review meeting is co-ordinated by the SENCO, who invites the child's parents, the school staff that work with the child, and any professionals involved with supporting the child. The child is also invited to part of the meeting and is encouraged to share their views.

Resourcing of SEND

SEND provision has been refined from September 2014. All SEND resourcing will be allocated to schools as part of the delegated budget. In addition an audit of high needs – additional, complex and severe needs will generate 'top up' funding. The audit takes place in the autumn term and the submission of evidence is made in January in order that funds can be allocated in preparation for the beginning of the financial year.

These resources are used to support learning for SEND children. Teaching staff and associated professionals are deployed to support the children.

Access and Mobility

Access to the building is possible by wheelchair at various points. A toilet with facilities for the disabled is available within the school. Specific needs are met on an individual basis.

Partnership with Parent/Carers

The school recognises the vital role parents/carers play in the education of

their children and seeks to maintain very close links with them in all aspects of their child's educational progress.

All class teachers, the SENCO and the Head Teacher are available to talk with the parents either on an informal basis or by appointment.

Parents/carers are encouraged to be actively involved in monitoring their child's progress through termly reviews of support and at parents' evenings.

Partnership with Other Agencies

The school promotes positive links with all other agencies in order to provide for children with SEND. The school receives regular visits from:

- The Educational Welfare Officer (EWO)
- School Nurse
- Pre-school playgroup representatives
- County Inclusion Officer

The school will make referrals to outside agencies for children who need specialist assessment or support.

Children will need to meet the required criteria of needs to access the services:

- Educational Psychologists (EPs)
- Speech and language therapist (SALT)
- CISS – County Inclusive Support Service
- Occupational Therapist
- Dyslexia Outreach
- Special Schools Outreach Service
- In Year Fair Access Panel (IYFAP)

Partnership with Other Schools

The SENCO from Farlingaye High School visits the school during the summer term to discuss the continuation of monitoring and provision for Year 6 children with SEND on entering High School.

All records of SEND are passed on when a child changes school.

The school SENCO meets regularly with other local schools which facilitates an exchange of ideas and good practice within the pyramid and provides for continuity in transition to High School.

Training Opportunities

The SENCO attends SEND courses and keeps staff informed of new practice,

procedures and resources.

All staff involved with children with SEND including teaching assistants are given opportunities to develop expertise through training either in school or on courses provided by the LA and other organisations.

Evaluation of SEND Provision

The governing body considers termly, the SEND provision at the school. The named governor liaises between the school, SENCO and the governing body to facilitate this.

Evaluation of SEND provision is included in the on-going whole school self-evaluation and monitoring programme.

Complaints Procedure

If a parent is concerned that the SEN of their child is not being met, they should discuss it, in the first instance, with the class teacher who will inform the SENCO and the Head teacher.

If still concerned, they can consult the SENCO directly.

If they feel matters remain unsatisfactory, an appointment can be made to see the Head Teacher.

We anticipate that this process will enable parents and the school to provide the appropriate level of support for the child. In the event of concerns being unresolved by the usual school procedures, parents can request independent disagreement resolution. The school will make further information about the process available on request.

Policy Updated May 2017

The following policies will support teachers/parents in managing children with special needs

- Discrimination
- Behaviour
- PSHE
- Teaching and Learning
- Safeguarding
- Equality
- Health and Safety

Safeguarding

This policy must be read and reviewed in conjunction with the school's Safeguarding Policy. Any specific issues relating to safeguarding will be clearly stated in this policy, however the Safeguarding Policy always takes precedence in safeguarding matters.

Equalities

This policy must be read and reviewed in conjunction with the school's Equalities Policy. Any specific issues relating to equalities will be clearly stated in this policy, however the Equalities Policy always takes precedence in matters of equality.

Health & Safety

This policy must be read and reviewed in conjunction with the school's Health & Safety Policy. Any specific issues relating to health & safety will be clearly stated in this policy, however the Health & Safety always takes precedence in matters of health & safety.