



Special Educational Needs and Disability (SEND) Policy

Mount Pleasant Primary School

Approved by the Governing Body	November 2021
Review	November 2022

1. Introduction

Mount Pleasant Primary School believes that it is the right of every child/young person to access a broad curriculum that meets their needs. We make a commitment to ensure that every child/young person is included in all aspects of school life. At the heart of our school is the belief that that every teacher is a teacher of SEN.

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 2014 and should be read in conjunction with the following guidance, information and policies:

- The school's SEN information on the school website (SEN Report)
- The LA Guidance – 'Children & Young People with SEN; Guidance – School Based Support'
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The School Safeguarding Policy

In accordance with the overarching principle of the new Code of Practice, this policy has been co-produced with:

Staff – teachers, SLT, SENCo, teaching assistants

Governing body – SEND Governor

Parents – parents of SEN Support and EHC Plan pupils

2. Contacts

Special Needs Coordinator (SENCO) – Mrs Turner (National Award for SEN (NASENCo award));
Assistant Headteacher

3. Long Term Aim of this Policy

Objectives

1. To work within the guidance laid down in the SEND Code of Practice 2014.
2. To identify and put in place appropriate provision for pupils who have SEND and additional needs.
3. To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs (Assess, plan, do, review model)
4. To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEN, and their own involvement in this
5. To provide an appropriately qualified and experienced SENCO in post who can ensure that the SEN Policy is put into practice.
6. To provide support and advice for all staff working with SEND pupils.

4. Identification of SEND

Children and young people are identified as having SEND if they do not make adequate progress through quality first teaching. Identification of SEND may be characterised in the following:

- significantly slower progress than that of peers starting from the same baseline

- failure to match or better previous rates of progress
- failure to close the attainment gap between the child and their peers
- widening of the attainment gap.

The Code specifies four broad areas of need:

- Communication and Interaction (including Autism Spectrum Disorder)
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability (the Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable adjustments' – these alone do not constitute SEN).

5. A Graduated, Whole School Approach to SEN Support

Class and subject teachers are accountable for the progress and development of children and young people in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However any intervention and support does not replace high quality teaching.

Quality of teaching is continually monitored - via formally termly lesson observations, informal learning walks and subject-specific monitoring. Support is offered in a variety of forms if the teaching is not reaching the high expectations of the school. The SENCo monitors the provision for SEN pupils (including quality of teaching) on a rolling programme which includes each year group every half term. Agreed actions are put in place following the monitoring.

The SENCo meets with individual class teachers each term to discuss individual pupils who have been identified as being cause for concerns – this could be due to lack of progress, social and emotional issues, etc. These children are referred to as 'SEN Monitoring' – this has no formal status in current SEN legislation and is for internal school monitoring purposes only.

The school may decide, in collaboration with the parent/carer, to place a pupil on the SEN register at **SEN Support** if it is felt they have not made sufficient progress after appropriate support.

When a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational needs provision in place – SEN Support. Quality First Teaching remains our first response in relation to the identification of SEND, but we also ensure that the child receives high quality additional support and interventions carefully matched to their needs. We adopt the graduated approach and four part cycle of 'assess-plan-do-review' as recommended in the SEN Code of Practice. In successive cycles the SEN Support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes. Where a pupil continues to make less than expected progress despite the school's best efforts, and with the agreement of the child's parents/carers, we will involve appropriate specialists and outreach services.

We may also write a My Support Plan (MSP) for children at SEN support. This is document which details their needs and includes long term and short-term targets for the child to work on. Teachers, alongside the SENCo and parents will create an MSP. The MSP is then reviewed termly to monitor progress and determine next steps.

Some pupils will make accelerated progress and cease to require SEN Support after a period of targeted intervention and these pupils will then be removed from the school's register of SEND pupils. However, we continue to monitor the progress of such pupils closely to ensure their progress is maintained.

Every child/young person on SEN Support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs. In accordance with LA Guidance (see page 14 Children & Young People with SEN; Guidance – School Based Support), if a child/young person's needs are more complex, we will use a Support Plan to record outcomes, provision, resource and strategies in place.

This process is described in greater detail in the Appendix.

Some children and young people on the SEND Register may have more significant SEND, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the issuing of an **Education Health and Care Plan (EHCP)** which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.

6. Criteria for Exiting the SEND Register

Children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEND Register are made in partnership with the parent/carer at the end of each monitoring cycle.

7. Supporting Pupils/Students and Families

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEND. Our SEN Report is on our website and is updated regularly, and we guide parents towards the LA Local Offer for information about wider services. In addition to information about the personalised support we offer their child, we also provide information about:

- Our admissions arrangements (please contact school office for more details)
- Our links with other agencies (see SEN Report)
- Our arrangements for examination and assessment access

- Our transition arrangements (from class to class, school to school, etc.)
- Our school policy on managing medical conditions of pupils

8. Supporting Pupils at School with Medical Conditions

At Mount Pleasant Primary School we recognise that children and young people 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 and young people 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 SEND and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (2014) is followed. Arrangements in school to support children and young people with medical conditions are made in line with the Managing Medical Conditions Policy.

9. Monitoring and Evaluation of SEND

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils. Quality of teaching is continually monitored - via formally termly lesson observations, informal learning walks and subject-specific monitoring. Support is offered in a variety of forms if the teaching is not reaching the high expectations of the school.

The SENCo monitors the provision for SEND pupils (including quality of teaching) on a rolling programme which includes each year group every half term. Agreed actions are put in place following the monitoring. The SENCo meets on a termly basis with the SEN Governor and annual reports are delivered to the Governing Body.

10. Resources

Funding for SEND

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the special educational needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEND pupils as being made up from 3 elements:

Element 1 Core Educational Funding	Mainstream per pupil funding (AWPU)
Element 2 Schools Block Funding	Contribution of up to £6k for additional support required by children and young people with high needs, from the notional SEN budget.
Element 3 High Needs Top Up	Top Up funding from the LA to meet the needs of individual children and young people with EHC plans.

The amount of money in the school's block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEND support. Additional resources for individual statements and EHC plans - Element 3 are allocated by **top-up funding** from the High Needs block budget. The level of top up funding for each pupil is allocated at four levels i.e. A, B, C or D depending on the type and level of need of each pupil. High Needs pupils with statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

Workforce Development

An induction process is in place for all teachers and support staff and this includes a meeting with the SENCo to explain the systems and structures in place to support the needs of individual children and young people.

The training needs of all staff are identified, a programme of professional development is in place, and all staff are encouraged to access this.

The school's SENCo regularly attends the local authority's SENCO network meetings in order to keep up to date with local and national issues in SEND.

11. Roles and Responsibilities

Governors

The Governing Body, together with the Headteacher will:

- Determine the school's general policy and approach to provision for children with SEND.
- Establish the appropriate staffing and funding arrangements
- Designate one specific governor to take particular interest in and closely monitor the school's work with SEND. They will liaise with the SENCo and attend meetings.

Headteacher

- To work together with the SENCo and ensure the Governing Body is kept fully informed about the workings of this policy.
- To encourage and support all members of staff to participate in relevant training.

Special Educational Needs Co-ordinator (SENCo)

- Providing support and guidance to colleagues.
- Managing the records of all children with SEND alongside the teaching staff.
- Managing the school-based SEND assessment and completing documentation to support children with having their needs met.
- Tracking children's progress.
- Promoting successful home-school communications, coordinating and scheduling meetings when appropriate.
- Acting as a link with external and support agencies.
- Holding regular meetings with the designated SEND governor and reporting to the Governing Body.

Class teacher

- Being aware of the school's procedures for the identification, assessment and provision made for SEND children.
- Working together with the SENCo to provide effective support to enable all children to flourish.
- Working together with the SENCo to review and set learning outcomes for My Support Plans (MSP) and Education Health Care Plans (EHCP).
- Developing successful relationships with parents and carers and attending meeting to discuss interventions and progress, as part of the Graduated Approach, where necessary.
- Planning meaningful and engaging learning activities to meet the needs of all learners.
- Liaising with and directing Educational Teaching Assistants to support SEND children.

Parents and carers

The school works hard to build successful and constructive relationships with all parents and carers. At all stages of the SEND process, the school keeps parents and carers fully informed and welcomes their involvement. Parents and carers will:

- Work together with the school and other agencies towards the achievements of the agreed outcomes for their child.
- Be involved in the decision-making process attending meetings and formal reviews when required.

12. Storing and Managing Information

All documents relating to children and young people on the SEN Register are stored securely in the SENCos office or in password protected formats if saved electronically.

Please refer to school policies on Confidentiality

13. Reviewing the Policy

We will review this Policy within our school policy review cycle – annually.

14. Accessibility – Statutory Responsibilities

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information.

This plan is reviewed annually, barriers are identified, and plans put in place to remove them.

15. Dealing with Complaints

See School's Complaints Policy available from school office

16. Bullying

At Mount Pleasant Primary School we have a whole school approach to mitigating the risk of bullying, and developing independence and building resilience in our pupils/students with SEN. We do this by the rigorous application of our Behaviour and Relationships Policy.

Appendix

The Graduated Response to SEN at Mount Pleasant Primary

Step 1: Informal monitoring/meeting

Class teacher meets with SENCo on termly basis– any children causing concern are noted as ‘SEN Monitoring’ – an informal school-based category

Discussion and information gathering may include parents/child views. Initial meeting with parents and teacher(s) to discuss the child’s progress/area of need and next steps.

Consider additional external support such as: Referral to school Nurse/ Informal chat with School Links Family Worker/Consider EHA (if needed/necessary and with Parental consent)

Where necessary making changes to the way the child is supported in class or include in appropriate interventions

Step 2: Review – lack of progress

At this stage options include:

Meeting with parents, child, SENCO and class teacher(s): A discussion building on previous meetings, explaining and discussing the graduated approach to SEN support in our school (What it looks like and the processes)

Provision Map shared – recording the interventions a child accesses

Further changes to the way the child is supported in class or included in alternative interventions

Step 3 – SEN Support – progress still a concern

If after a period of additional support as detailed in Steps 1&2, the child has not made adequate progress, their name is added to the formal SEN register at SEN Support

SEN Support documentation completed with parents/pupil

For the child this means: They would be accessing small group interventions throughout the week, with specific targets to help your child make more progress. This will be reviewed by the class teacher, the teacher/ teaching assistant delivering it and in consultation with the SENCO and shared with parent(s)

This type of intervention is short term, therefore if after intervention progress is made and sustained over a period the child can be removed from the SEN register (moved back to SEN Monitoring initially)

Conversations and permission given to involve outside agencies/specialists, who can offer additional support to school: (Staff training group work/1:1 work with the children or carrying out an assessment) the outside professionals advice will then be built into the child's SEN Support plan. (Outside involvement can be long or short term)

Outside agencies, for example:

- Speech and language Therapy
- Educational Psychologist
- Occupational Therapy
- Sensory Service
- ASD Outreach team
- Sensory services
- Physiotherapy
- Single point of Referral - outreach support within our school from a specialist provision

The outside professional may carry out an initial assessment of the child and then suggest a 'programme/intervention' to be carried out 1:1 or in a small group, which is usually delivered by a teaching assistant already employed by the school. (Appropriate training/resources will be given, to ensure maximum impact for your child) this will be monitored by the class teacher and SENCO who will liaise with parents and the outside professional.

Step 4 - EHC plan

If a child has not made progress given appropriate support as detailed above, then a request for an Education, Health and Care Plan assessment will be made:

Evidence gathered will show in great detail work/interventions put in place and will have been monitored/reviewed, showing progress made and mile stones achieved with next steps also identified.

Evidence will support concerns of significant difficulties, school may suggest that a child needs some additional support, which is available for children with specific barriers to learning that cannot be overcome through quality first teaching and intervention groups.

This means in consultation with parents and outside agencies involved, school will put in a request for and Education, Health and Care assessment. Parents will be asked to share their concerns and provide some background information on their child, they will also receive a copy of all other paperwork/assessments carried out and submitted.