

## Special Education and Disability Policy

*This policy can be read in conjunction with our school's Pupil Premium Policy and our school's Local Offer available on our school's website <http://www.merleyfirstschool.com/>*

Merley First School provides a broad and balanced curriculum for all children. The National Inclusion Curriculum statement states that teachers should set high expectations for every pupil, whatever their prior attainment. When planning, teachers here address potential areas of difficulty and how they can remove barriers to pupils' achievement. Teachers use appropriate assessment to set targets which are ambitious and challenging. Such planning and target setting will mean that all pupils including those with SEN and disabilities will be able to access the full National Curriculum.

Merley is committed to working alongside the new Codes of Practice to ensure a clear approach to identifying and responding to SEND. Identifying the needs of the pupil at the earliest stage can then provide effective provision therefore improving long-term outcomes for the child or young person.

A pupil has SEND where the learning difficulty or disability calls for special educational provision, namely provision different or additional to that normally available to pupils of the same age. The teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child/ young person.

The Equalities Act 2010 identifies that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children classed as disabled will require this provision. A child with asthma or diabetes for example, may not have special educational needs, but may still have rights under the Equalities Act. The Children and Families Act 2014 states that schools and academies are to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children also have SEND, their provision and support will be planned and delivered in a coordinated way with the healthcare plan. (See Supporting Pupils at school with medical conditions guidance from The Department of Education)

### **The aims of this policy are:**

- To create a learning environment that meets the special educational needs and disabilities of each child.
- To ensure early identification of children's needs and early intervention to support them.
- To make clear the expectations of all partners involved in the process.
- To ensure greater collaborations between education, health and social care services to provide support.
- To identify the roles and responsibilities of staff in providing for children's special educational needs and disabilities.
- High quality provision to meet the needs of the children with SEND.
- Focus on inclusive practice and removing barriers to learning ( all children accessing the curriculum)
- The participation of children and their parents in decision making.
- To ensure that children have a voice in this process.

### **Educational Inclusion:**

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all of our children. We aim to achieve this through the removal of barriers to learning. We want all of our children to feel that they are a valued part of our school community. We respect the fact that children:

- Have different areas of needs within: Communication and interaction, Cognition and learning, Social, emotional and mental health difficulties and Sensory and/or physical needs
- Require different strategies for learning and a range of different teaching approaches and experiences
- Acquire, assimilate and communicate information at different rates

- Teachers respond to children's needs by:
- Providing support for children with communication, language and literacy
- Planning to develop children's understanding through their senses and varied experiences
- High quality teaching and learning encouraging children's full participation in all areas of the curriculum
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

### **Special Educational Needs and Disabilities:**

Many of the children that join us at Merley First School have already been in an early educational setting. The EYFS Framework sets the standards that all Ofsted registered early years' providers and schools offering early years provision must meet to ensure that children learn and develop well and are kept healthy and safe. This includes ongoing assessment of children's progress. In many cases children join us with their needs already assessed. All children are assessed when they enter our school, so that we can build on prior learning. We use this as a starting point for a development of an appropriate curriculum for all our children.

If our assessments show that a child may need SEND support, then Parents/Carers will be notified by the class teacher and an informal meeting arranged between them. If necessary a further consultation will be arranged which may include the SENDCO and/or an external agency. In meetings/consultations all parties should agree on the outcome they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. It is important that these plans take into account the views of the child.

There are many different types of support that can be offered to the children here at Merley First School after their initial assessments have taken place. This support is tailored to support the needs of the child. Children identified as in need of support will be placed on a Support Plan.

If it is identified that the child will need support from outside services, we will consult with Parents/Carers prior to any support being actioned. In most cases children will be seen in school by external agencies and support services. The school will work closely with the outside agency and Parent/Carers to agree outcomes to be achieved through the support, including a date by which progress will be reviewed.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs of the child and the child has not made expected progress, the school and the parents/carers can consider requesting an Educational Health Care Plan. To inform the final decision re EHCP, the local authority will expect to see evidence of the action taken by the school as part of The Graduated Response.

### **The roles of our SENDco:**

The named person with responsibility for SEND at Merley First School is Mrs Hayley Pope. The SENDco takes a leading role in the day to day management of children with special educational needs.

- Manage the day- to-day operation of this policy
- To work in conjunction with the new Special Educational Needs and Disability Code of Practice
- Co-ordinate the support and provision for children's special educational needs
- Support and advise colleagues
- Record keeping of all of the children with special educational needs
- Creating links with Parents/ Carers
- Creating links with external agencies and other support agencies
- Monitoring and evaluating the support and provision provided for the special educational needs of the children
- Report findings and evaluations to AC Members
- Manage a range of resources, both human and material, to enable appropriate provisions to be made for children with special educational needs
- Contribute to the professional development of staff

### **The Role of the Academy Committee:**

The Academy Committee has due regard to the SEND Code of Practice when carrying out duties toward all pupils with special educational needs. The Academy Committee does its best to secure the necessary provision for any pupil

identified as having special educational needs. The AC Members ensure that all teachers are aware of the importance of providing for these children. The Academy Committee ensures that Parents/Carers are included in the decisions made in conjunction with the school where SEND provision is to be made for their child.

The Academy Committee has identified a Governor to have specific oversight of the school's provision for pupils with special education needs. The 'responsible' person in this school is Mrs Verity Brooks. She ensures that all those who teach a pupil with an EHCP are aware of the nature of their needs and support. The SEND Committee Member ensures that all Committee Members are aware of the school's provision, including the deployment of funding, equipment and personnel.

### **The Head teacher's Role:**

The Head teacher has responsibility for day-to-day management of all aspects of the school's work, including the provision for children with SEND. The Head teacher keeps the Academy Committee fully informed and works closely with the SENDco leader.

### **The Teaching Staff's Role:**

Class teachers are initially responsible for the learning of their own pupils and for identifying, assessing and ensuring that provision is made for all the children in their classes through recording and monitoring progress. To achieve this, children with SEND will be offered an appropriately differentiated curriculum in order to ensure access to and success in the full range of subjects. They are only withdrawn from the classroom where provision is necessary to address a specific difficulty that cannot take place within the classroom setting.

All teaching staff follow the school's procedures to identify, assess, plan for and review children with SEND and keep the Class SEN file up-to-date. SEND TAs are allocated on a needs by needs basis. These are decided in collaboration with the Head teacher and the SENDco and organised by the class teachers to give maximum benefit to SEND children. Class teachers will work closely with all the teaching and support staff in their year group to ensure a consistent approach to children with special needs.

### **Allocation of Resources:**

Schools have an amount identified within their overall budget, and it is within this that the school provides high quality appropriate support. The SENDco, Head Teacher and Academy Committee will establish a clear picture of resources that are available in the school. The SENDco is responsible for the operational management of the specified and agreed resourcing for special needs provision within school. The Head Teacher informs the Committee Members of how the funding allocated will be deployed to support special educational needs. The Head Teacher/ SENDco will decide on how to use funds directly related to SEND including EHCPs and is involved in the planning of the school development plan.

### **Parent Partnership:**

The school works closely with Parent/ Carers to support those children with special educational needs. We encourage an active partnership through ongoing dialogue with parents. A named Committee Member takes a particular interest in special needs and is always willing to talk to parents. Alongside this our SENDco is non class based and appointments can be made through the school office. This allows an opportunity for Parents/Carers to come and discuss their child and for the SENDco to inform them of any outside support or agencies that may be able to help them and to provide clear information relating to the education of their child.

The Head Teacher / SENDco will hold regular meetings to review the work of the school in the area of special educational needs with the named Committee Member. The Academy Committee body will review this policy annually and consider any amendments in the light of the annual reviews findings or changes to codes of practice.

### **Monitoring and Evaluation**

The success criteria on which this policy may be judged are as follows:

- Teachers understand the aims of the policy and subscribe to the provision made.
- Teachers believe they have the resources necessary for teaching the children with SEND in their care.
- Given the resources available, teachers believe that all children with SEND are receiving the help they need and that they are making progress.

- Parents of children with SEND believe their children's educational needs are being met.
- Parents and teachers believe they are working in partnership for the benefit of the child.
- Children are happy with the SEND provision being made for them.

### **Assessment Arrangements and Review Procedures**

The progress and attainment of all pupils is reviewed every half term by the Senior Leadership Team, and SENDco at which time provision may be adjusted to meet the identified needs of the child.

To assess the progress of children with SEN/D, the School follows the "Graduated Approach" cycle of "Assess, Plan, Do, Review" which is carried out half-termly and recorded on a child's IEP. Methods of assessing and reviewing children with SEND will vary according to the individual concerned but will include the following:

- Analysis of attainment and progress data by Senior Leadership Team and SENDco
- Inclusion Leader observations, diagnostic tests or advice from outside agencies and professionals
- Teacher assessments: – observations, tracking progress and attainment, assessments and tests.
- SEND Teaching Assistants: – records, observations, meetings with the Inclusion Leader
- Half- termly review of pupil friendly Individual Education Plans which include the views of the child
- Seeking parent's views and discussions at Parent Consultation meetings

### **SENDCo Assessment of Individual Special Needs**

The SENDco will assess individual placement within the 2014 Code of Practice framework by:

- Asking questions *of the children, class teachers, TAs and parents.*
- Observation of individual children to identify needs and individual progress.
- Obtaining information from continuous liaison with class teachers *and teaching assistants. Obtain further information from parents.*
- Monitoring records of attainment, teacher assessments and SATs results.
- A range of assessments are available to identify specific areas of need such as the cognitive profiling system (CoPs),
- Use of Dyslexic screener where appropriate. *\* We use CoPs for this.*
- Referring to TA reviews, records and liaison meetings.
- Obtaining assessment reports and advice from the Specialist Advisory Teachers.
- Taking note of other outside agency advice and reports (Health, Social Services etc).

### **Staff Training**

This involves all members of staff and may include training at staff meetings and INSET days, which may involve outside experts. Also, relevant courses may be attended where feasible.

### **Partnership with other Schools**

When a child leaves Merley First School, whether at the end of Year 4 or to join any other school, his or her relevant SEND records are part of the information forwarded to the next school. In addition to this, when staff from the Middle schools visit our school during the final term of Year 4, children's individual SEND needs are assessed and discussed with the Year 5 teachers. Information is requested from the Inclusion leader if required. The Inclusion Leader will also talk through individual children and arrange meetings if necessary with the Middle school's SENDco.

When a child, who has been on another school's SEND Register, arrives at our school, his or her SEN records form the basis of his or her SEN records here and are used to help assess when SEN provision is necessary.

### **Admissions Arrangements**

Taking into consideration the criteria already in our school's Admissions Policy and giving due regard to the *Equality Act 2010* the school does not refuse admission or give lower priority to a child simply on the grounds that he or she has SEN or for a reason relating to a child's disability.

The school endeavours to meet the child's needs as fully as possible.

### **Complaints**

Any grievance or complaint should be addressed in the following order:

- Informal or formal communication with the class teacher.

- Arranged meeting with the class teacher and the SENDco.
- Arranged meeting with the Head Teacher.
- Arranged meeting with the Committee Member with responsibility for SEND.
- The school will furnish the parents with a contact name and to take the matter further as necessary.

In conclusion Merley First School works alongside the new SEND code of Practice 2014 to provide all children and young people with special educational needs and disabilities to secure good outcomes in their education, health and social care which will make the biggest difference to their lives (DFES SEND code of practice).

It will be reviewed every year.

The school is committed to safeguarding and providing for the welfare of all pupils and expects its staff to share in this commitment.

This policy has been reviewed in line with the 9 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

Approved by the Academy Committee:

Reviewed:

Review Date: February 2019.