



# SEN Policy

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'In these stone horizons sing'  
(Gwyneth Lewis, Welsh poet)

# Special Educational Needs Policy

## Introduction

This document has been produced with parents, governors and staff. It is a statement of the aims, principles and strategies for the teaching of children with Special Educational Needs (SEN) at Maybury Primary School. It gives information on the school's provision for children identified as having SEN and disabilities and has been developed in response to the publication of the SEND Code of Practice 2014.

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 2014
- Schools SEN Information Report Regulations 2014
- Statutory Guidance of Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The policy has been shared with stakeholders and is available on the school website at [www.mayburyprimaryschool.co.uk](http://www.mayburyprimaryschool.co.uk). This policy should be read alongside the school's offer for SEN, Hull's Local Offer as well as the Single Equalities Scheme.

## Rationale

At Maybury Primary school we believe that each child is an individual, with their own strengths and areas of need. We aim to provide an environment where all pupils feel safe and can flourish. We are committed to providing a rich and varied education which enables all pupils to make progress, become confident individuals and achieve success.

## Aims and Objectives

### In providing for children with Special Educational Needs, we aim to:

- enable every child to achieve their full potential and become confident individuals living fulfilling lives;
- secure the necessary high quality provision for any pupil with special educational needs;
- to raise aspirations and ensure positive outcomes;
- offer all children access to all areas of the curriculum;
- ensure early identification of special educational needs;
- ensure careful monitoring arrangements so that pupils receive the relevant short or long term support;
- provide resources suitable to the requirements of the individual;
- praise and recognise all effort and value it;
- establish a caring, secure and stimulating environment;
- encourage the development of confidence and self-esteem in each individual;
- ensure that children and their parents/carers are involved in discussions and decisions about their individual support and provision;

- develop and establish a partnership between parents, children, the school, the Local Authority (LA) and other agencies in order to secure the most effective provision possible for every child;
- Work within the guidance provided in the SEND Code of Practice 2014.

### **Beliefs and Values**

At Maybury every teacher is a teacher of every child, including those with SEN and we believe that all children should have full access to a broad and balanced curriculum.

The school aims to ensure that every child reaches their full potential by providing a caring and supportive yet challenging learning environment, which provides equal opportunities for all. We understand that individual children have individual needs and that many of these can be met within the classroom environment through a differentiated approach to learning using small step targets taken from Individual Education Plans or Education, Health and Care plans.

### **Identifying Special Educational Needs**

Special educational provision should be matched to the child's identified SEN. Children's SEN are generally thought of in the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Maybury we identify needs by considering the whole child.

### **Definition of Special Educational Needs (SEN)**

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

A child under compulsory school age has Special Educational Needs if they are likely to fall within the above definition.

**SEND Code of Practice 2014**

### **Definition of Disability**

"A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities"

Equality Act of 2010

The following are not special educational needs but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium
- Being a looked after child
- Being a child of Serviceman/woman

A child has special educational needs if he or she has difficulties that call for special educational provision to be made. Children must not be regarded as having learning difficulties solely because their language is different from that in which they are taught.

**Special educational provision means:**

1. Special education provision, for a child aged two or more or a young person, means educational or training provision that is additional to, or different from, that made generally for others of the same age in:
  - i. Mainstream schools in England
  - ii. Maintained nursery schools in England
2. For children under two, educational provision of any kind.

**See Section 21, Children and Family Act 2014**

**Personnel Responsible for SEN**

Mrs A Grantham	Headteacher
Miss V Chapman	SENCO
Mrs P Brown	SEN Governor
Mr C Williams	Readiness to Learn Leader (responsible for Safeguarding, Child Protection, Well-being and Looked After Children)

Miss V Chapman can be contacted at the school on 01482 331900 or by email at [vchapman@maybury.hull.sch.uk](mailto:vchapman@maybury.hull.sch.uk)

**The Role of the Special Educational Needs Coordinator**

- Overseeing the day-to-day operation of the school's SEN policy;
- Coordinating provision for children with SEN;
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN;
- Advising on the 'graduated approach' to providing SEN support;
- Advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively;
- Liaising with parents of children with SEN;
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;

- Being a key point of contact for external agencies, especially the local authority and its support services;
- Liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned;
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Ensuring that the school keeps the records of all pupils with SEN up to date;
- Ensuring children with SEN are making progress through the use of pupil tracking and data analysis;
- Liaising with subject coordinators to ensure that children with SEN have full access to all areas of the curriculum;
- Attending CPD relevant to the development of the role and feedback relevant information when necessary;
- Making staff aware of the training relevant to their own role in the development of SEN;
- Regularly monitoring and evaluating the effectiveness of the school's SEND provision as part of the whole school monitoring process. This is done through lesson observations, audits, sampling parents' views, pupil views and staff views;

### **SEND Code of Practice 2014**

#### **The Governing Body must:**

- Do its best to ensure that necessary provision is made for any pupil who has special educational needs;
- Ensure that, where the 'responsible person' – the Headteacher or the appropriate governor – has been informed by the LA that a pupil has special educational needs, these needs are made known to all who are likely to teach them;
- Ensure that teachers in the school are aware of the importance of identifying, and providing for pupils who have special educational needs;
- Consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
- Use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can, to meet children and young people's SEN needs;
- Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN;
- Designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO;
- Ensure the school inform parents when they are making special educational provision for a child;
- Publish an SEN information report containing information of the education of children with special educational needs.

### **Admission Arrangements**

Children enter school at the beginning of the autumn term of the year in which they are five. Admission arrangements are the same for all children as determined by the Local Authority (LA). If a child in nursery has been identified as having special educational needs then advice and appropriate support is given to both the child and parents prior to entry into the mainstream school. The level of support for pupils with special educational needs is determined by the needs of the individual.

### **Admission to the Foundation Stage**

Prior to starting our F1 class, staff complete home visits and gather details about the child, as well as host stay and play sessions within school. This ensures that staff can meet with parents and children and discuss any potential needs or concerns. During the initial weeks of admission into F1 staff will observe individual children; observations are recorded and baseline judgements are made using Development Matters and the Early Years Outcomes. Baseline assessments will be completed by gathering information during the first four to six weeks of a child being in the nursery class. This ensures the child has time to settle into new routines and teachers have enough information to make accurate judgements. Teachers closely track the progress of each child throughout the Foundation Stage. Concerns are raised as early as possible in order to put into place any additional provision that is needed.

Where pupils transfer to, or from another school, relevant information and data is shared between each setting. This information indicates whether the child has SEN and at what stage. As relevant documentation is received by the school this is shared with the class teacher and SENCO. The SENCO must be informed as soon as possible about any children who have been admitted with SEN. The SENCO may need to speak to the staff of the previous school. A new IEP will be drawn up in consultation with the child, parents and class teacher.

### **Monitoring, Evaluation and Review**

At Maybury Primary School we aim to provide a broad and balanced curriculum and use a variety of approaches in order to maximise the achievement of all pupils with SEN. Teachers' planning and approaches should be flexible in order to support the needs of all children to ensure that work is well matched and differentiated to the specific needs of individuals.

Monitoring the effectiveness of teaching and learning, including intervention strategies, is an integral part of the review process. Time is allocated during each term to monitor teaching and learning, with a focus on provision for children with SEN, and the delivery of interventions. This monitoring helps to ensure the effectiveness of provision for children with SEN across the school. Children with special educational needs are set 'small step' targets against which progress can be measured and we expect children to be making steady progress against these targets. Teacher assessments are also used to measure the progress of individual children and groups of children. The SENCO tracks the progress of pupils with SEN in Maths and English each term, as well as annually, and a report and action plan are produced.

The DFE produce national statistical information on an annual basis relating to the performance of children with SEN. This data is used to compare the performance of our children compared to national data.

For children working below age related expectations for Year 1 progress is also measured using P Scales.

When setting academic targets for children with SEN at the beginning of the autumn term, the milestone indicators are used as a guide.

### **The Special Educational Needs Register**

All teaching and non-teaching staff have access to a copy of the school's SEN Register. All members of staff know that this document is confidential and that information should only be shared on a need to know basis. The register is updated and analysed regularly by the SENCO.

### **The Stages - A Graduated Response**

The Code of Practice (2014) recommends that schools should deal with children's needs using a 'Graduated Approach' which matches the level of support to the needs of the child. There are currently two categories of need defined within the code – those children with SEN catered for by the school's provision (SEN support) and those children for whom it is necessary to create an Education, Health and Care Plan.

A child has SEN when their learning difficulty or disability calls for special educational provision; namely provision different from, or additional to that normally available to pupils of the same age.

All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants. At Maybury Primary School, it is the responsibility of the class teacher, after liaising with the SENCO, to identify when a child has a special educational need which requires different or additional provision to be made for a child. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

Class teachers are responsible for ensuring that the individual needs of the children in their class are met through quality first teaching. Provision should be well matched to children's needs through good quality personalised learning and may include the use of some intervention strategies. However, if a child does not make adequate progress and the class teacher feels they should be placed on the school's SEN register, they should follow the [SEND Identification Pathway](#) (see Appendix 1):

- Record a 'cause for concern' in SIMs and discuss with SENCO and parents/carers.
- Provide parents/carers with information/strategies that will help them to support their child at home.
- Provide 4 weeks of differentiated, personalised learning using targets taken from the 'small steps' programme which links to the 'P Scales', Chris Quigley Milestones and the National Curriculum;

- Provide regular feedback to parents/carers, and record the child's progress in SIMs weekly.
- After 4 weeks, review the child's progress with the SENCO and parents/carers to decide the appropriate course of action, and whether or not outside agencies need to become involved in the child's educational provision.

### **Identification and Assessment of Special Educational Needs**

The Code of Practice states that a Graduated Approach to the identification and assessment of SEN should be used. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be called upon to advise and support on the difficulties a child may experience.

### **SEN Support**

The identification of SEN is built into the overall approach to monitoring the progress and development of all children in school. Termly pupil progress meetings support the early identification of pupils who may have SEN. The **Graduated Approach** should be followed:

#### **1. Assess**

The class teacher, working with the SENCO, will carry out an analysis of a child's needs. This assessment will be reviewed after four weeks and appropriate professionals may be asked to support the school. Parents will be asked for their views throughout the process. A range of assessment tools and strategies will be used to determine whether a child may have special educational needs. If the child does not make progress after four weeks, and the teacher and SENCO feel more provision needs to be put in place, they will then be in the SEN Support category.

The triggers for intervention through SEN Support could be the teacher's or others' concerns, underpinned by evidence, about a pupil who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not alleviated by the behaviour management techniques usually successfully employed by 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.

#### **2. Plan**

Adjustments, interventions, support and any review dates will be agreed with the child, parents and staff; targets will be reviewed half termly. This information will be recorded on SIMS. Interventions will also be recorded on the school provision map and individual targets will be set according to the child's needs. Targets will be identified on Individual Education Plans (IEPs) and small step target documents will be used on a day to day basis to record progress. Each child will have their own SEN file which will be used in class on a daily basis.



The SEN files should focus on up to three key individual targets and should include information about:

- The short term SMART targets set for, or by the pupil (specific, measurable, achievable, realistic, timed);
- The teaching strategies to be used;
- The provision to be put in place;
- When the plan is to be reviewed;
- Success and /or exit criteria;
- Outcomes (to be recorded when the IEP is reviewed);
- The views of the parent and child.

The children's SEN files and targets should be under constant review and should be used as a working document. Teachers are responsible for ensuring IEPs and SEN folders are kept up to date to show progress. When an IEP is reviewed a copy should be sent to the SENCO. These will be uploaded into SIMS where staff will be able to access all SEN information about children in their class.

### **3. Do**

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for monitoring progress and outcomes. The class teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff. The SENCO will provide support where needed and will monitor the progress of children with SEN across the school.

### **4. Review**

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed on the agreed date each half term by the SENCO and will also be part of termly pupil progress reviews. Reviews will be held with parents at least three times per year (see Appendix 2) . The class teacher, working with the SENCO, will revise the support in light of the child's progress. If a child does not make expected progress over a sustained period of time the school will consider further action and may involve specialists. It is the responsibility of the SENCO to engage with more specialist support services and complete any referrals. During this process the SENCO will liaise with parents, pupils and staff.

### **5. Criteria for exiting the SEN register**

When a child makes good progress and the class teacher and SENCO feel that specialist support and/or interventions are no longer needed, the child will be removed from the SEN register. This will be discussed at a review meeting and with the parents and child.

### **An Education, Health and Care Plan**

If after considerable advice and support, the needs of the child remain so substantial that the school cannot meet them without further support, this concern will be brought to the attention of the LA in the form of a request for an Education, Health and Care Plan (EHC plan).

The purpose of an EHC plan is to ensure special educational provision meets the needs of the child or young person. The plan is put in place to secure the best possible outcomes for

them across education, health and social care and, as they get older, prepare them for adulthood.

When making a request for an EHC plan, the SENCO will provide the local authority with details about:

- How and when the child's needs were first identified and the steps that have been taken to support these needs;
- The child's attainment and progress;
- Educational and other assessments, for example from Educational Psychologist;
- A pen portrait of the child and the needs they display within school;
- Involvement of other professionals;
- Any involvement of social care or education welfare service.

Whilst the assessment is being pursued the child will continue to receive the support already provided under the previous stage of SEN support.

Parents will be informed and given the contact details of the local parent partnership (KIDS) who will give them independent advice and support.

Once a child has received an EHC plan, annual review meetings will be held to consider whether the EHC plan should be maintained. Everyone who is involved with the child is invited by the SENCO to the review meeting or asked to produce a report. The targets for the past 12 months are reviewed and assessed, any new concerns are expressed and the views of parents and others are noted and discussed. New long term targets for the next 12 months are set and any actions are identified. The SENCO completes the appropriate annual review form and sends originals to the LA.

At Maybury Primary School, we also set short term targets which feed into the long term targets for children with an EHC plan. These are reviewed termly so that progress is closely monitored.

When a child with an EHC plan leaves Maybury Primary school, their documents will be forwarded within 15 days of the child ceasing to be registered at our school. The SENCO will speak by telephone or in person to the receiving school about special educational provision.

## **Funding**

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local schools forum, which is also applied to local academies.

Within the overall school budget, a proportion of funding is allocated to SEN funding. This is called the notional SEN budget.

At Maybury Primary school, provision for children who are given any one-to-one support, or who are regularly supported in small group intervention, is funded through this budget as well as it being used to support groups of children with additional needs. A detailed

provision map of all interventions is available within school. This is reviewed regularly and progress of children receiving intervention is monitored closely.

### **Children who have an EHC Plan**

Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

### **Access to the National Curriculum**

At all stages, children should have access to the National Curriculum. This is achieved through careful planning, matching the correct task to the child's ability level, through structured assessment activities and the organised use of non-teaching staff. It is also important to encourage parents to support their children and the school will advise parents about how to do this.

### **Links with Support Services**

The SENCO and Headteacher are responsible for identifying and contacting outside agencies when appropriate. All staff will liaise as necessary with the SENCO to ensure that all concerned are aware of any relevant information or paper work.

The expertise of the following agencies may be sought:

- **Educational Psychologist:** visits by EP to assess children and offer advice on strategies/support children need;
- **IPASS:** an integrated advice and support service regarding children with physical, hearing and visual impairments;
- **KIDS:** a parent partnership service offering support and advice to parents;
- **Social Care:** Advice and support as required, may involve Child Protection Co-ordinator;
- **Speech and Language Therapy Service:** Children can be referred by school, parents or health authority. Parents are responsible for taking their child to speech therapy, although the speech therapist works closely with the school and may work with a child within school. Programmes may be delivered by a trained classroom teaching assistant;
- **The Whitehouse Behaviour Support Service:** 'Outreach Service', advice and support for children with behavioural and emotional difficulties. The PRU also provides a 'short, sharp shock,' facility for children who display EBSD. Children also may be admitted if permanently excluded or for part of week;
- **CAMHS:** Core CAMHS provides a specialist assessment and treatment service to children and young people up to 18 years of age who are experiencing significant emotional or mental health difficulties. CAMHS has clinical care pathways in place to help with problems including depression and mood, eating difficulties, self-harming, ADHD, severe behaviour problems and psychosis.
- **School Nurse:** Children are assessed routinely on admission to school; they are given hearing and vision tests to identify potential problems. Parents are informed of any concerns and advised of further action. Parental permission must always be sought if further vision/hearing tests are required.

- **Health Visitors:** The nursery staff and SENCO work with health visitors regarding children who are cause for concern.
- **Education Welfare Officer:** Regular liaison with the EWO ensures that children's attendance is monitored so that frequent absence is not a contributory factor to learning difficulties.
- **Northcott Special School:** has an autistic outreach service which works with schools in order to provide support for schools that have children with ASD.
- **Children's Community Team Learning Disabilities:** based at the Children's Centre, Walker Street. They offer support to children with and the families of children with learning disabilities.

### **Supporting Pupils with Medical Needs**

The school recognises that pupils 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 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 children may also have special educational needs (SEN) and may have a statement or Education, Health and Care (EHC) Plan which brings together health and social care needs, as well their special educational provision. For further information on how the school supports children with medical needs please refer to the school's Supporting Children with Medical Needs policy on the school website at [www.mayburyprimaryschool.co.uk](http://www.mayburyprimaryschool.co.uk). The person responsible for managing the schools responsibility for meeting the medical needs of pupils is Mrs C Smith.

### **Training and Resources**

The SENCO is responsible for identifying the SEND training needs of staff and all staff are encouraged to undertake training in order to maintain and develop the quality of teaching and provision in the school. All teachers and support staff go through an induction process on taking up a post in the school and this includes a meeting with the SENCO to discuss systems and structures in place to support children with SEN.

### **Storing and Managing Information**

All information relating to a child's SEN is kept in a locked filing cabinet in the Headteacher's office or is kept within the SEN section on SIMS. Any working documents such as IEPs and progress records are kept within the child's individual SEN file within their classroom. All information relating to children is confidential and is shared on a need to know basis.

### **Transfer of Documents**

When children with SEN transfer to secondary school the class teacher and/or SENCO will liaise with the staff of prospective schools and hand over all SEN documentation prior to the new term beginning. The secondary school staff are invited to final review meetings of the year 6 pupils.

Where children with SEN transfer to another primary school SEN records will be forwarded within 15 days of the child ceasing to be registered at our school.

### **SEN Information Report**

This report can be found on the school website at [www.mayburyprimaryschool.co.uk](http://www.mayburyprimaryschool.co.uk). It

outlines the provision Maybury Primary School offers children with special educational needs.

### **Bullying**

At Maybury Primary School we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will challenge any behaviour that falls below this. For further information please see our Anti-Bullying Policy on the school website at

[www.mayburyprimaryschool.co.uk](http://www.mayburyprimaryschool.co.uk).

### **Complaints**

Complaints about SEN provision within the school are first dealt with by the SENCO during arranged meetings. Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Headteacher during which further information can be exchanged and procedures altered as appropriate. If a satisfactory conclusion still cannot be reached then the Governing Body must become involved. The school participates fully if they receive requests for information for tribunals or if they are asked to assist parents in formulating appeals. Parents will be made aware of the Parent Partnership service (KIDS) provided by the LA.

### **Review of this Policy**

This policy will be reviewed in response to the evaluation of ongoing monitoring. It will be reviewed in response to need and as the legislation surrounding SEN is updated. The policy will be reviewed at least annually.

Policy reviewed and revised: April 2016

Adopted by Governors:

Review Date: April 2017

Appendix 1  
See Publisher file in SEN 2014

Appendix 2

## **Review Process and Dates**

### **Initial Identification:**

Concern raised and recorded in SIMS	Date noted in SIMS
Review progress	4 weeks after initial concern raised and noted in SIMS

### **Review of Progress and Targets**

Initial review of targets	September
Review of progress and targets with parents	November during parents' evening
Review of progress and targets	December
Review of progress and targets	February (before spring half term)
Review of progress and targets with parents	February/March – SEN reviews with parents (interim reports sent to all children)
Review of progress and targets	May (before summer half term)
Review of progress and targets with parents	June/July during parents' evening