



Special Educational Needs Policy

Date Agreed	Approved by	Review Date
21/3/16	Standards and Curriculum Committee	Summer 2017

This policy document is a statement of the aims, responsibilities and strategies we have agreed to ensure the effective and efficient provision for children with Special Educational Needs (Learning Support Needs) at Manor Fields Primary School. It has been developed by the INCo in consultation with all staff and SLT and agreed by Governors.

The INCO at Manor Fields is Heledd Mann (BA Hons, SENCO). She is available to contact on inclusion@manorfields.herts.sch.uk.

TYPES OF SEN

SEN is divided into 4 Broad Areas of Need:

- Communication and Interaction - this includes children with speech and language delay, impairments or disorders, and those who demonstrate features within the autistic spectrum.
- Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties (SpLD) such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- Social, emotional and mental health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.

In addition, there are a number of factors which may impact progress and attainment which are not considered under the definition of SEND. These include attendance and punctuality, health and welfare, English as an Additional Language (hereby referred to as EAL), being in receipt of a Pupil Premium Grant, being a Looked After Child or being the child of a serviceman/woman.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

Identifying and assessing SEN for children or young people whose first language is



not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN. (Code of Practise 0-25 years, 2014)

Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. (Code of Practise 0-25 years, 2014)

The Equality Act 2010 sets out that as a school we observe two key duties:

- we **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- we **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

AIMS

Our overarching aim is to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive by paying attention to these specific areas:

- identifying, at an early age, individuals who need extra help and attention
- enabling each pupil to reach his or her full potential, both curricular and extra-curricular
- enabling each pupil to partake in, and contribute fully, to school life
- endeavouring to meet the individual needs of each child
- developing a feeling of self-esteem within the individual
- fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children
- providing access to and progression within the curriculum
- working with parents and other agencies to provide support and opportunities for those children with SEND



- using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children
- assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs

OBJECTIVES

- identify and provide for pupils who have special educational needs and additional needs
- work within the guidance provide in the SEND Code of Practice, 2014
- operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- provide a Inclusion Co-ordinator (INCo) who will work with the SEN Inclusion Policy
- provide support and advice for all staff working with special educational needs pupils

IDENTIFICATION, ASSESSMENT AND REVIEW

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

A register is kept of pupils with SEND. Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties.

Reviews of pupils on the SEND register take place three times a year. For pupils with Education, Health & Care plans, an annual review meeting has to be held in addition to this. IPMs are used to record additional provision for pupils on the SEND register. Where Class Teachers have early or initial concerns relating to a pupil's progress or educational needs they are placed on a 'Monitoring' list agreed by the INCO. This closer monitoring means timely interventions can be given and early identification of any needs can occur. Please refer to the [School SEN Information Report](#) for further details.

A Graduated Approach to SEN Support

At Manor Fields, we adopt a "high quality teaching" approach. The key characteristics of high quality teaching are:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for



pupils to talk both individually and in groups

- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching.

(Code of Practise 0-25 years, 2014)

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutinies and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

Class teachers, supported by the Senior Leadership Team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The first response to such progress should be high quality teaching targeted at their areas of weakness.

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

Assess

In identifying a child as needing SEN support the class teacher, working with the INCO, should carry out a clear analysis of the pupil's needs. This should draw on



the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the INCO should contact them (if the parents agree).

Plan

Where it is decided to provide a pupil with SEN support, the parents must be formally notified. The teacher and the INCO should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

Do

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The INCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. (Code of Practise 0-25 years, 2014)

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The



class or subject teacher, working with the INCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Pupil Progress meetings will occur termly

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Headteacher, Deputy Head and INCO
- analysis of pupil tracking data
- monitoring of procedures and practice by the SEND governor
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- meetings of parents and staff, both formal and informal

MANAGING PUPILS NEEDS ON THE SEND REGISTER

All children on the SEND Register will have an Individual Provision Map (IPM), which details important information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professional will all contribute to the IPM. The IPM is designed to be a working document which is updated to reflect the current needs of the child. Formal review meetings will take place three times a year, where parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan Class teachers are responsible for maintaining and updating the IPM. These are then shared with everyone involved with the child. The INCO reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

Specialist Support

Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.

The pupil's parents will always be involved in any decision to involve specialists.

The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

EDUCATION, HEALTH and CARE PLAN

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person



has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. In this case an application should be made to the LA, who will make the final decision.

CRITERIA FOR EXITING THE SEN REGISTER/RECORD

If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, INCO, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

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 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 as their special educational provision and the SEND Code of Practice (2014) is followed.

TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the INCO to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with child with SEND. The school's INCO regularly attend cluster meetings in order to keep up to date with local and national updates in SEND.

ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special



educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

Governors will ensure that:

- The necessary provision is made for any pupil with SEN
- They have regard to the requirements of the *SEN Code of Practice 0-25 (2014)*
- The progress and attainment of children with special needs and/or looked after children are monitored and evaluated when reviewing the effectiveness of the school's support for children with SEN
- They report to parents on the implementation of the school's SEN policy
- They are fully informed about SEN issues
- They set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN
- The quality of SEN provision and provisions for LAC (Looked After Children) is regularly monitored.

The **Head Teacher** is responsible for:

- The management of all aspects of the school's work including provision for pupils with SEN
- Keeping the governing body informed about SEN issues
- Working closely with the SEN personnel within the school
- Making all staff aware of the need to identify and provide for pupils with SEN
- Ensuring pupils with SEN join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient provision of other pupils
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **Inclusion Co-ordinator (INCO)** is responsible for:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating 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 pupils' needs effectively
- liaising with parents of pupils 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 with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil 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

Class teachers are responsible for:

- Providing high quality teaching for all children
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the INCo, parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND

Learning Support Assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- use the school's procedure for giving feedback to teachers about pupils' progress.

COMPLAINTS

The school will seek to work in partnership to resolve any concern and if a complaint is upheld will agree time targets in which the school aims to respond. Please refer to the schools [Complaints Policy](#) on the website.

BULLYING

We are particularly vigilant when it comes to the bullying or victimisation of our vulnerable learners. Staff are asked to identify any incidents of bullying immediately, and these are dealt with, primarily by the headteacher. A log of homophobic and racial abuse is also maintained. We nurture a culture of acceptance and tolerance using PSHE/C, and assemblies, amongst other strategies. Please view the school's [Anti Bullying Policy](#) for a detailed overview of our approach to bullying at Manor Fields Primary School.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of



Practice 0 - 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

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

Review of Policy		
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CHAIR OF GOVERNORS:		
DATE:		