



MANBY LODGE INFANT SCHOOL

Special Educational Needs and Disability (SEND) Policy

Policy reviewed: Spring 2019
Date of next review: Spring 2020

At Manby Lodge our regard for children's safety is paramount. All of our policies are developed with a high priority on children's safety and our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-discrimination, anti-bullying, medical and curriculum policies.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

The SEND team at Manby Lodge Infant School

If you have any concerns about your child's progress they should be shared in the first instance with their class teacher since he or she is the person who knows them best. Other enquiries can be addressed to Mrs Wellard who is the SENDCo, or to Miss Morris the Head teacher.

Changes in the 2014 SEND Code of Practice. (From September 2014)

Statements will no longer be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHCP) which will be used to plan support for children and young adults from birth to 25 years;

School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (SEN support). All children are closely monitored,

and their progress tracked each term. Those at SEND support are additionally tracked by the SENDCO.

The 2014 Code of Practice identifies four broad categories of SEND:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- Physical and sensory.

At Manby Lodge we work closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for their child. Parents are invited to be involved at every stage of planning and reviewing SEND provision for their child. All children benefit from 'Quality First Teaching': this means that teachers are expected to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to help children with their particular needs. We have high expectations of all our children.

Defining SEND

At Manby Lodge we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states: SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England 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.

SEND at Manby Lodge Infant School

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard;
- To enable all children to participate in lessons fully and effectively;
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents;
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND;
- To work closely with external support agencies, where appropriate, to support the need of individual pupils;
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Key Roles and Responsibilities

Special Educational Needs Leader (SENDCo)

- **The SENDCo** has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have Education and Health Care Plans. Part of the role of the SENDCo is to coordinate arrangements with the class teacher regarding those pupils with SEN and disabilities (SEND).
- **Class teachers** are responsible for the progress and development of all pupils in their class. They provide high quality teaching, personalised to meet the needs of individual pupils. This is the first step in responding to pupils with special educational needs. Class teachers are responsible for identifying any pupil who is making less than expected progress and adjusting their teaching to provide targeted support to address the identified areas of weakness. If progress continues to be less than expected the class teacher, supported by the SENDCo, will assess and consider whether they believe the child to have special educational needs.
- **SEND Governor/ Governing Body**
The Governing Body has a duty to comply with the provision of the Special Educational Needs and Disability Code of Practice: 0-25 Years and to decide on the school's general policy and approach to meeting pupils' special educational needs. The Governor with particular responsibility for SEND is Simon Tarr.

Identifying children at SENS (SEN Support)

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

The progress of every child is monitored at half termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENDCo and/or Year Group Leader and interventions are put in place.

Class teachers continually assess children's progress. If they observe that a child that is making less than expected progress, they will seek to identify a cause. 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

Working with Parents and Children

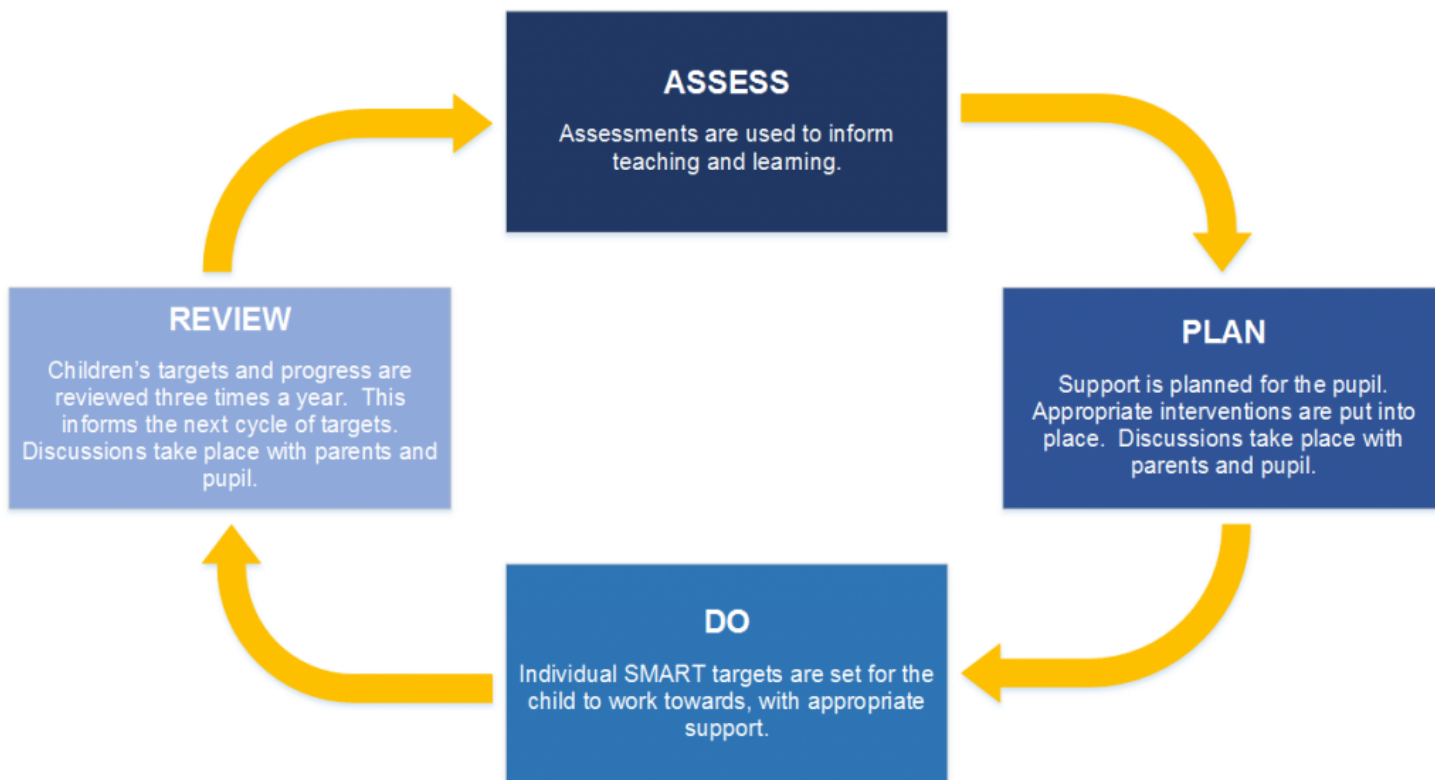
We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed as soon as possible during an informal meeting to discuss the child's progress.

Once a child has been identified as having SEN, the class teacher will invite the parents to a meeting to:

- let them know that their child is being placed on the SEN register
- discuss assessments that have been completed in school
- agree a SEN Support plan, provision and next steps going forward

Thereafter, parents are invited to a meeting at least once each term to review progress made, talk about targets and agree provision for the next term.

This is part of the graduated approach cycle of **‘Assess, Plan, Do, Review’** required in the Code of Practice.



Assess

Manby Lodge will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked and compared to their peers and national expectations.

We will listen to the views and experience of parents/carers and pupils.

In some cases we will draw on assessments and guidance from other education professionals, where appropriate.

Where it is deemed a child's needs are significant and will continue to need long term interventions and/or support they will, upon consultation with parents/carers, be placed on the school's SEND Register, which has two stages:

- SEN Support
- Statement/Education Health Care Plan (EHP)

Stakeholders can share concerns outside of these two stages and children can be monitored. A child may be removed from the school's SEN Register, and long term interventions may cease, if significant progress has been made and maintained.

This agreement would be in consultation with SENDCo, parents/carers, class teacher and any other relevant staff members.

Plan

Where SEN support is required the teacher, SENDCo and any other relevant support staff will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed.

Parents/carers will be consulted. Outcomes and small step targets for the pupil will be shared with them using child friendly language.

All staff who work with the pupil will be made aware of the plan.

Do

The teacher is responsible for working with the pupil on a daily basis. They will also liaise closely with the support staff or specialist staff who provide support set out in the plan and monitor the progress being made.

Where interventions involve group or one to one teaching away from the main class or class teacher, the class teacher will still retain responsibility for the pupil. They will work closely with any Teaching Assistants or specialist staff involved in the plan and assess the impact of support and interventions and how these can be linked to classroom teaching.

The SENDCo will provide support, guidance and advise staff.

Review

The plan, including the impact of the support and interventions, will be reviewed regularly by the teacher, SENDCo and, parent/carer and the pupil. This will inform the planning of next steps for a further period OR, where successful, the removal of the pupil from SEN Support. For pupils with an EHCP the Local Authority must review the plan at least annually.

Documentation at SEND (SEN support)

Once a child has been identified as meeting the criteria for SEND the following paperwork is completed:

- Annually, a one-page-plan is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and parent/carer and acts as a guide to their class teacher. The information may be updated during the year.
- A SEN Support Plan is created with the class teacher and views of the parents. The plan records specific targets for the child to achieve in a term, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets.
- The SEN Support Plan targets are reviewed termly. If it is felt that targets need to be changed or amended then the parents/carers will be involved in this process.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SEN support, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.
- Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.
- If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently at their full potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a member of our support staff. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group. When allocating additional adult support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their targets, but without developing a learned dependence on an adult.

The school has a range of interventions available; when considering an intervention, we look first at the child's needs and then select the intervention which is best matched to the child.

Interventions are often crucial in closing gaps that SEN support children may have, so are monitored closely by both the class teacher, intervention teaching assistant and SENDCo.

- Interventions are planned in blocks;
- At the end of each block, children's progress towards their targets is assessed and recorded;
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

The SENDCo monitors interventions to identify 'what works' and what is needed next.

Children with social, emotional and mental health needs

Behaviour is not classified as an SEND. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete a CAF with the family and support the child through that process. Our Family Support Worker may assist with this process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAHMS.

If the child is felt to have long-term social, emotional or mental health needs, e.g. anger managements, the school can offer the appropriate intervention with trained staff.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEN and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to resolve their social difficulties.

Transition Arrangements

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from nursery- as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Links to other policies:

Equality

Behaviour

Complaints

Anti-bullying