

MERE BROW C.E
PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS POLICY

Years 2022 -2023

Signed: SJ Livesey- Head teacher

E Wilson – SEN Governor

Date: February 2023

A vital component of the School's Statement is...

"to provide a high standard of education and to help everyone in School to realise their full potential."

The Governing Body recognises its statutory duties as laid down in the Code of Practice and will:

- secure the necessary provision for any pupil who has special educational needs
- ensure that, when informed by the LEA that a pupil has special educational needs, those needs are made known to all the staff who are likely to interact that pupil
- ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs
- consult the LEA and the governing bodies of other schools to ensure co-ordinated special educational provision in the area as a whole
- review the Special Educational Needs policy and its effectiveness annually
- report annually to parents on the school's policy for pupils with special educational needs and indicate any changes that have been made in the last year
- ensure that the pupil joins in the activities of the school with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.
- have regard to the Code of Practice when carrying out their duties towards all pupils with special educational needs.
- ensures that the school informs the parents of children with special needs about their progress and actions taken by the school.

The Governor with responsibility for Special Educational Needs is Mrs E Wilson who comes into school regularly to discuss SEN matters with the SENCO.

The Governing Body endeavours to ensure all children follow a broad and balanced education in accordance with the National Curriculum, and that no pupil is excluded from any aspect of school life because of learning difficulties or disabilities. The Special Educational Needs Policy reaffirms this school's traditional and positive attitude to children with special educational needs, and it will be an important contributory factor in encouraging and helping all children to "realise their potential" whilst at school.

We are a Church School, our inclusivity is vitally important. Our SIAMs inspection in June 2017 said '**Each member of the community feels valued as a unique child of God**'. Stating that our provision was outstanding in all areas.

The SENCO or person responsible for managing our settings response to the provision made for children and young people with SEN:

Mrs SJ Livesey Headteacher/SENCO. Mrs J Rowe is Deputy SENCO and Assistant Head teacher.

Every teacher is a teacher of every child or young person including those with SEN and Quality First Teaching must always come first.

This policy has been developed and shared with stakeholders, all staff, including parents and families. It reflects the SEND Code of Practice 2014, 0-25 guidance

SECTION 2-AIM (THE LONGER VIEW)

We aim to raise the aspirations of and expectations for all pupils with SEN. Our school provides a focus on outcomes for children and young people and not just hours of provision/support.

OBJECTIVE (HOW ARE WE GOING TO DO IT?)

1. Identify and provide for pupils who have special educational needs and additional needs.
2. Work within the guidance provided in the SEND Code of Practice, 2014
3. Operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
4. Provide a Special Educational Needs Co-ordinator(SENCO) who will work with the SEN Inclusion Policy
5. Provide support and advice for all staff working with special educational needs pupils

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The Code of Practice which describes the 4 broad categories of need (Pg. 86 onwards in the SEND Code of Practice, 2014 details these categories.) These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. Our school will identify the needs of pupils by considering the needs of the whole child ,which will include not just the special educational needs of the child or young person.

We will consider what is **NOT SEN** but may impact on progress and attainment;

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child / Post Looked After
- Being a child of Serviceman/woman

Identifying behaviour as a need will no longer be an acceptable way of describing SEN. Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need, which as a provider will be able to recognise and identify clearly, as we will know the child/young person well.

SECTION 4: A Graduated Approach to SEN Support

The PROCESS by which our setting/school identifies and manages children and young people with SEN.

In recording pupils needs on an SEN record or register, our criteria for "entering" a pupil on this record will include;

What work has to be done before and by whom.

Quality first teaching in our school and the role of the class teacher/subject specialist teacher in providing for all pupils.

The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. Pg. 88 Section 6.37 onwards.

Teachers are responsible and accountable for the progress and development of all 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 SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Our school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

When our school decides whether to make special educational provision this involves the teacher and SENCO considering all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, our school will draw on more specialised assessments from external agencies and professionals e.g. IDSS

Children are placed on the register by using the following steps:

ASSESS – PLAN - DO – REVIEW cycle.

Parents, families, children and young people are involved in this process from the very beginning.

SECTION 4 cont: MANAGING PUPILS NEEDS ON THE SEN REGISTER

This is now a single category of support, **SEN SUPPORT**, so our school/setting is going to break down the graduated approach into manageable chunks understood by everyone (see SEN support plan). This is how it should be as every pupil cohort in every school/setting will be different and provide a different profile of needs overall. As a result, our in-house arrangements will need to be personalised to meet your cohort of need.

Key considerations:

Our system for assessing/planning/delivering, reviewing and recording provision is continuous in a small school. SEN Support plans/ Provision Maps/ Person Centred Plans are only effective if they are living records which tell us exactly what needs have been identified, how to remove key barriers to learning effectively i.e. What works; the clear outcomes to be achieved within an agreed time frame, not too long! And who is responsible for maintaining and updating the record/plan. The core expectation is that the teacher holds the responsibility for evidencing progress according to the outcomes described in the plan

The SENCO will keep this up to date and will review termly at pupil progress meetings in November/ February/ June.

Our school/setting contributes to the Local Offer – see website www.merebrow.lancs.sch.uk

If our school/setting identifies we are unable to fully meet the needs of a pupil through our own provision arrangements, we will evidence this through support plans, pupil meetings, parental meetings and support from the Local Authority and Specialist teachers.

The process for engaging additional support/engaging specialist services is monitored by the Head/ SENCO and 'costed' out via our AEN / PPG funding. Parents/families/children and young people are involved when placing a child on the support plan.

If the school/setting identifies that additional funding and support are needed from the LA High Needs Block we will contact LCC for support and the local SENDO for West Lancs area.

We may need to complete referral documentation e.g. Single agency referral/CAF. Parents are always invited to help complete these documents.

SECTION 5: CRITERIA FOR EXITING THE SEN REGISTER/RECORD

In pupil reviews if a child has made sufficient progress and no longer needs to be on the SEND record or have a support plan the parents and children will be invited in to discuss progress and next steps.

SECTION 6: SUPPORTING PUPILS AND FAMILIES

We will guide parents/ pupils towards the LA local offer (Regulation 53, Part 4)

Provide a link directly to the school's statutory requirement to provide a **SEN Information Report**; *Regulation 51, Part 3, section 69(3)(a) of the Act*

Link with other agencies to support the family and pupil

Our admission arrangements can be clearly found on the school website:

<https://www.merebrow.lancs.sch.uk/admissions/>

We ensure SEN children are able to access exams and other assessments by requesting the necessary support or extra time when needed via the Headteacher.

Transition – from class to class, across key stages and to another school – including Secondary School is very carefully managed with meetings planned with transition schools and documentation shared.

Schools policy on managing the medical conditions of pupils can be found @ www.merebrow.lancs.sch.uk (*this a requirement placed on schools from September 2014*)

SECTION 7: 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.

SECTION 8: MONITORING AND EVALUATION OF SEND

We regularly and carefully monitor and evaluate the quality of provision we offer all pupils

With Regular audits, sampling of parent views, pupils views, staff views.

Role of the school governors.

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

SECTION 9: 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 SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCOs regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.

The Headteacher / SENCO is a NASEN member.

We link locally with other schools to train and provide support e.g. CAF champion training. And our TARDIS (Tarleton and Rural district) SEND MHWB cluster meetings

SECTION 10: ROLES AND RESPONSIBILITIES

The SEN Governor is Mrs E Wilson; she meets with the Headteacher/ SENCO regularly to discuss SEND provision.

The SEN Teaching Assistants are managed by the class teacher and Headteacher.

Designated Teachers with specific Safeguarding responsibility are Miss Rowe and Mrs Livesey
The member of staff responsible for managing PPG/LAC funding is Mrs Livesey.
The member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils is Mrs Livesey.

SECTION 11: STORING AND MANAGING INFORMATION

Documents are stored in a locked fire proof cupboard in the Head's room which can also be locked and on a 'passworded' computer. This sits in line with school policy on Information Management (this includes information on how long to store documents, when they should be destroyed, what should be kept, where, etc.) and our confidentiality policy.

SECTION 12: REVIEWING THE POLICY

Given the climate of reform as we move into the new requirements for SEND for school effective from 1 September 2014, 'Nasen' recommends that our SEN policy is reviewed annually.

SECTION 13: ACCESSIBILITY

Statutory Responsibilities

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area. Accessibility plans and strategies must be in writing. Our local offer @ www.merebrow.lancs.sch.uk exemplifies the following:

Increased and promoted access for disabled pupils to the school curriculum. This covers teaching, learning, and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

Improved access to the physical environment of the school. This covers improvements to the physical environment of the school and physical aids to access education.

Delivery of written information to disabled pupils. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame. Parents and carers can contact key staff via the office every day.

SECTION 14: DEALING WITH COMPLAINTS

Complements and complaints policies and procedures. Arrangements for parents, carers, families and pupils with SENs to make a complaint can be found in the policies section of our website.

SECTION 15: BULLYING

School has an Anti-Bullying policy and the steps that are taken to ensure and mitigate the risk of bullying of vulnerable learners at our school and uses innovative ways of educating our whole school. Our school prides itself on being fully inclusive, we employ a SEMH teacher Mrs Dewhurst who works with any SEND /PPG Vulnerable children in School.

We safeguard the needs of pupils with SENs and promote independence and build resilience in their learning whenever possible.

SECTION 16: APPENDICES

See : <https://www.merebrow.lancs.sch.uk/send/>

Schools SEN Information Report and web link

SEN policy including the SEN Information Report/or this may be contained within the SEN policy.

