

Mickle Trafford Village School

Special Educational Needs Policy

We care, we learn, we belong

| | |
|---|---------------------------------|
| Date of policy | Autumn 2023 |
| Date Reviewed | |
| Date for Review | Autumn 2024 |
| Signed Headteacher | |
| Signed Chair of Governors | |
| Date policy approved by Governing Body if necessary | Approved at Autumn FGB 29.11.23 |

MICKLE TRAFFORD VILLAGE SCHOOL

Special Educational Needs & Disability (SEND) Policy

Overview

This policy sets out the steps we take to ensure that we meet the needs of all learners within the guidelines and inclusion policies of the Code of Practice (2014 – updated May 2015), the Local Education Authority and other policies current within the school. As such, we hope to ensure that no learners, especially those with SEN or a disability, are discriminated against and that funding earmarked by the governing body for special education provision, including staffing, is clearly identified and used effectively for its intended purposes.

Mickle Trafford Village School provides a broad and balanced curriculum for all our children and we are committed to the principle of inclusive classrooms. All teachers are responsible for planning a differentiated curriculum that meets the needs of specific groups of children and responds to their diverse learning needs. It is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice.

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

Special Educational Needs

Children can be identified as having SEN at any stage in their school career. These children have learning difficulties that call for special provision to be made.

*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.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. **Code of Practice 2014***

Foundation Stage profiles and links with pre school settings often give us the first indication that a child may have special needs. After that, regular teacher assessment or lack of progress may result in children being placed on the SEN register.

Aims and Objectives

- To create an inclusive environment that meets the special educational needs of each child
- To ensure all learners' individual and special needs are met effectively so that they receive their educational entitlement and are given access to a broad, balanced relevant curriculum.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To make clear the expectations of all partners in the process, ensuring parents are able to play their part in supporting their child's education
- To ensure that our children have a voice in this process.

School Practice

If assessments show that a child may have a learning difficulty, in the first instance, all teachers will refer to the SEN Companion for advice on strategies to use to cater for the specific needs of individuals or groups of children. This is known as Quality First Teaching and generally means that in order for a child to access the curriculum, the work will be differentiated appropriately so as to enable them to understand concepts and apply skills at their level and pace of learning.

If regular assessments show that a child is not making expected progress (as identified in the school tracking systems) then small group intervention programmes are delivered e.g. Power of 2, Rapid Phonics, Overcoming Barriers, Fresh Start etc. These programmes are delivered by a trained and supported teaching assistant and/or a teacher. For most children this will allow them to catch up with their peer groups.

The support programmes begin with a pre assessment of individual or group needs. This will give a baseline assessment and will help to decide the appropriate level at which to start such programmes. The programmes run for up to 12 weeks (1 term) and are evaluated at the end of the term or programme. These groups may then be adjusted, with some children returning back to whole class teaching groups and other children replacing them.

For the small minority of children who fail to make satisfactory progress, the class teacher, involving the child (when age appropriate) will write a SEND Profile identifying specific targets, teaching strategies and success criteria. Outside agencies such as Speech and Language specialists, Educational Psychologists will be consulted wherever possible and their advice will be incorporated into the plan.

SEND Profiles are reviewed termly and where possible the new one written in consultation with the child, parents, outside agencies and TAs – depending on availability. A copy of each SEND Profile and review information, is shared with parents and carers and an electronic copy stored in the staff area of the server for reference by the SENCO.

Once a plan is written, it is the responsibility of the class teacher to set up and update a pupil tracking sheet. This will record information on assessments made, interventions delivered and outside agency involvement as well as parental discussions and concerns.

The SENCO, along with the class teachers will use this information to produce year group provision maps. These identify intervention programmes being delivered as well as showing the deployment of TA's and the management of SEN funding both at Level 1 (school budget) and Top up funding including EHCP. The SENCO will then collate this information into a whole school provision map.

If, despite all of the above mentioned support mechanisms, a child still fails to make the progress needed to perform satisfactorily within their peer group, then the SENCO will consult further with outside agencies and ensure that their recommendations are incorporated into a SEND Profile. From April 2013 school has funded the first £6000 of support for any child identified as in need from the main budget.

For a small group of children it may then be necessary to request top up funding to support their needs. A range of paperwork including the SEND Profile, assessments, parental views and the child's voice is submitted to the funding panel for consideration. These panels meet regularly and if their approval is given, a sum of money (top up funding) will be paid to the school so that appropriate staffing levels and resources can be put in place to accommodate the needs of the child.

Specified Individual Support - *Statutory Assessment or Education Health and Care Plans*

This type of support is usually provided for children whose learning needs are severe, complex and lifelong. This is provided via an Education, Health and Care Plan (EHCP). This means a child will have been identified by professionals as needing a particularly high level of individual or small group teaching. It is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place. The evidence will include:

- SEND Profile
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents & the child

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an EHCP will be reviewed termly in addition to the statutory annual assessment. When this coincides with transfer to high school, the SENCO from the high school will be informed of the outcome of the review. Strategies employed to enable the child to progress will be recorded within Education, Health and Care Plan which will include information about:

- The short term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning
- What they are responsible for
- How the child can be successful
- The review date.
- Review sheets are stored on the school system and updated regularly by teachers and teaching assistants
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

Training

The SENCO attends cluster meetings and relevant training offered by the LA and the Ignite Teaching School Alliance. If advice is sought at these meetings about a specific child then before any discussions can take place the permission of the parent or guardian must always be sought. Experts are invited to school where training is needed. The SENCO, teachers and TAs with specific expertise, may lead INSET for whole staff on new initiatives and effective classroom practice.

Staff increase their skills and understanding of SEND through accessing training (including accredited Autism training) from specialist teachers at Hinderton Teaching School, LA, Ignite Teaching School Alliance, National College and other respected agencies. All staff are able to access advice and support from specialist teachers based at Hinderton Special School, through our close ties as part of the Ignite Alliance or other professional services, such as the Autism Service.

Role of the Governing Body

A Governor is appointed who has a specific role to oversee the school's provision for pupils with special educational needs. This governor liaises regularly with the SENCO to discuss, and at times observe, the work of the school. They then produce a report each term which is presented at the Full Governing Body meetings.

This policy should be read along with the information provided to parents explained in our SEND Report which can be found on our school website or on request through the school office, or by visiting the Local Offer at <https://www.livewell.cheshirewestandchester.gov.uk/Categories/3948>