

# SEN/D Policy

<b>Authorised by</b>	Governing Body
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<b>Equality Impact Assessed</b>	Model Policies EIA by Salford LA

### **Definition of Special Educational Needs and Disability**

The Special Educational Needs and Disability Code of Practice (0-25years) 2014 states that:

A child or young person has SEN/D if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she:

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

A child under compulsory school age has SEN/D if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision is not made for them.

Many children and young people who have a 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 includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have a SEN/D but where a child requires special educational provision over and above the adjustments aids and services required by the Equality Act 2010, they will additionally be covered by the SEN/D definition.

#### **School/Setting Beliefs and Values**

At Mesne Lea School:

- Every teacher is a teacher of every child or young person including those with SEN/D
- Every child including those with SEN/D have the right to access a broad and balanced curriculum
- Every child including those with SEN/D have the right to access the appropriate provision

#### **Objectives**

**Mesne Lea School** will endeavour to:

- Work with the guidance provided in the SEN/D Code of Practice: 0-25 years, July 2014
- Operate a “whole pupil, whole school approach” to the management and provision of support for children with SEN/D
- Use the principles of person centred planning
- Provide a Special Educational Needs and/or Disability Co-ordinator who will work with the SEN/D inclusion policy
- Provide support and advice for all staff working with special educational needs pupils
- Ensure that any pupil with SEN/D has the proper provision made for her or him
- Provide the greatest possible access to a broad and balanced education, including the National Curriculum, to children with Special Educational Needs and or Disabilities
- Effect early identification and assessment of children with SEN/D
- Promote continuous and supportive communication with parents/guardians and encourage effective parental involvement in learning programmes.
- Work closely with all appropriate outside agencies
- Continue the close links already established with Secondary schools in order to promote a smooth transition of SEN/D pupils.
- When appropriate liaise with other schools, to promote a smooth transition of SEN/D pupils at any stage of their primary school life.
- Develop and manage classroom support and training for teachers, non-teaching assistants and mid-day supervisors where appropriate for them to support pupils with SEN/D.
- Ensure that the school’s governing body will report annually on the school’s SEN/D policy and publish the relevant procedures and support for pupils with SEN/D in the school prospectus.

## **Compliance**

This policy complies with the statutory requirement laid out in the SEN/D Code of Practice (0-25years July 2014) and has been written with reference to the following guidance and documents;

- Equality Act 2010; advice for schools Dfe Feb 2013
- SEN/D Code of Practice 0-25 years July 2014
- Schools SEN/D Information Report Regulations (2014) (Schedule 1 regulation 51)
- Statutory Guidance On Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sep 2013
- Mesne Lea Community Primary School's Safeguarding Policy
- Mesne Lea Community Primary School's Accessibility Plan

This policy was created by the school's SEN/DCO with the SEN/D Governor in liaison with the S.L.T., all staff and parents of pupils with SEN/D

## **Identification and assessment arrangements and review procedures**

The school will follow Salford's system of graduated response in line with the Code of Practice and parents will be informed of their child being placed on the SEN/D register at any of the following stages:-

- SEN/D Support
- Statutory Assessment

In some circumstances it may be necessary to place a child - including a new child directly at SEN/D support. A child arriving at Mesne Lea at any pre-assessed stage will remain at that stage until such time as it takes to carry out an appropriate re-assessment.

Subject to progress identified at the review stage a child may move in either direction through the stages or remain at their current stage.

## **S.E.N. Support**

- Children who are identified as having a SEN/D will fall under 1 or more of the 4 broad categories of need defined in the SEN/D Code of Practice (Pg 97 Para 6.28 6.35)
- Initial concerns may be expressed by the teacher, parent or health/social services. An educational assessment or medical assessment may be considered necessary to inform the Special Educational Needs and Disabilities Co-ordinator (SEN/DCO) who will register the child's special needs. The parents will be informed.
- An individual Support Plan (ISP) will be drawn up following a meeting with parents/guardians, class teacher, SEN/DCO, and where appropriate, outside agencies and the pupil. Copies of the ISP will be given to all relevant people. Class teachers should keep their copies on the inside door of their teaching wall.
- Three or four targets for the child will be set at the meeting.
- Parents will be made aware of the importance of their involvement and support required and if appropriate they will be given ideas to help their child.
- Outside agencies may be contacted with the agreement of the parents.
- Progress will be carefully monitored by the class teacher and phase leader under the direction of the SEND/CO
- Progress will be reviewed with the appropriate parental involvement at termly intervals.

### **Statutory Assessment**

If a child's progress continues to demonstrate significant cause for concern the school may request a statutory assessment for An Educational Health Care Plan.

### **Responsibilities**

The governing body is responsible for the implementation of the SEN/D policy. There will be a named link Governor who will liaise with the Head Teacher and SEN/DCO to ensure the effective implementation of the school's SEN/D policy

It is the responsibility of the Governors to ensure that the appropriate provision is made for all the children on the SEN/D register

It is the responsibility of the Governors to ensure that adequate financial provision is made from the school's budget to meet:

- the needs of the children on the SEN/D register
- the financial implications of the recommendations on E.H.C.P'S

Responsibility for the day to day operation of the SEN/D policy will be shared by the SEN/DCO, Assistant Head Teacher and the Head Teacher, Class teachers, Classroom assistants and welfare assistants.

Classroom teachers' responsibilities for pupils with SEN/D include:

- Identification
- Assessment
- Differentiating work/instructions etc
- Planning programmes of work, when appropriate alongside the SEN/DCO
- Implementing ISP targets and E.H.C.P. objectives
- Monitoring child's progress
- Liaising with parents, colleagues, Head teacher and SEN/DCO
- Instructing/guiding classroom assistants when necessary
- Attending review meetings and provide written reports when necessary

SEN/DCO's responsibilities

- Maintaining the SEN/D register
- Attending relevant review meetings
- Offering guidance on SEN/D to all staff
- Liaising with outside agencies (including referrals)
- Helping with identification and assessment of pupils with SEN when requested
- Liaising with parents
- Managing SEN/D resources
- Liaising with other schools
- Keeping the Head teacher informed with SEN/D developments in school
- Contributing to the in-service training of staff

### **Allocation of resources**

Identification or staffing needs, in-service training, materials and equipment will be reported to the Head teacher who will allocate funds as necessary in order to fulfil the requirements of the SEN/D Code of Practice.

### **Success Criteria**

The success of the SEN/D policy will be based upon:

- The progress of pupils towards meeting their set targets and in some circumstances moving out of SEN/D support when appropriate
- A curriculum which is carefully modified to meet the needs of individual children
- All staff understanding the needs of their SEN/D pupils and practical ways to meet their needs in the classroom
- SEN/D being an integral part of the school development plan

The School Effectiveness Committee will monitor the progress made by the pupils with Special Educational Needs and/or Disabilities in meeting objectives set out in this policy, and report their findings to the main Governing Body.

### **Complaints**

Concerns expressed by parents/guardians should be discussed in the first instance with the class teacher. Parents may be referred to the SEN/DCO for further clarification. If further action is required the Head teacher will become involved. If a matter is not fully resolved it may be referred to the school's governing body or the LA.

*Stage 1: The complaint is dealt with at the lowest level possible so if it relates to lack of progress in a subject area, the subject or class teacher responds in the first instance. The complainant needs to feel they have been listened to and all points they raise addressed should be addressed. If the matter remains unresolved,*

*Stage 2: The complaint is dealt with by the SEN/DCO or by a senior manager. If there is still no resolution,*

*Stage 3: The Head teacher should become actively involved.*

*If the matter is still not resolved, the complainant **must** put their complaint **in writing** to the **Chair of Governors**.*

Stage 4: The Governing Body deals with the matter through their agreed complaint resolution procedures.

*In the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority Complaints Officer and ultimately to the Ombudsman/Secretary of State.*

*It is obviously in everyone's interests for complaints to be resolved as quickly and at as low a level as possible.*

### **Access and Inclusion**

All pupils will have access to the full curriculum on offer at our school. Pupils with SEN/D will be integrated into all school activities wherever possible.

### **INSET**

School based training will be designed to meet the needs of individual members of staff and whole staff approaches where appropriate. External INSET courses may be applied for and funded as necessary. All school SEN/D procedures and policy will involve the whole staff. Governing body training and development may be provided by the LA

### **Changing School**

Reviews for pupils with an E.H.C.P. will take place as early as possible during their transfer year. As well as the relevant agencies, the secondary SEN/DCO will be invited to the review.

Pupils with SEN/D will be discussed between the class teacher, SEN/DCO and receiving schools' SEN/DCOs or liaison teachers. Records will be passed between schools as quickly as possible to enable provision to be put into place.

