**Maylandsea Primary School**

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**SEND POLICY**

**This review: September 2024**

in compliance with

Statutory Instrument : Special Educational Needs (Information) Regulations (Clause 65) and Special Educational Needs and Disability Code of Practice (2014)

**Legislative Compliance**

This policy complies with the guidance given in **Statutory Instrument : Special Educational Needs (Information) Regulations (Clause 65**). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

* SEND Code of Practice (which takes account of the SEND provisions of the SEND and Disability Act 2001) September 2014
* Ofsted Section 5 Inspection Framework April 2014
* Ofsted SEND Review 2010 “A Statement is not enough”
* Equality Act 2010
* Children and Families Act 2014

**Inclusion and Equality Statement**

Maylandsea Primary is committed to ensuring equality of provision for all. Equality is enshrined in our mission. We are committed to the principle and practice of equality of treatment and opportunity for everyone, including those with Special Educational Needs and Disabilities. Whilst valuing and recognising diversity in abilities, strengths and needs, we believe that every child that has SEND has the right to:

* feel they belong to their school and the HAT;
* feel valued and respected as an individual;
* Feel safe and free from bullying and teasing related to their needs, strengths and abilities;
* have their needs met;
* be given opportunities to mix with children with a variety of needs, strengths and abilities;
* a curriculum that fully supports their spiritual, moral, cultural, mental and physical development;
* a high standard of provision that is appropriate to their needs, and enables them to fulfil their potential;
* get the support they need and are entitled to;
* be given support to build their confidence and self‐esteem;
* be able to participate in all aspects of school life alongside their peers;
* support in reaching their full educational potential.

**Aims and Objectives of this Policy**

The aims of our inclusion policy and practice in this school are:

* To provide curriculum access for all
* To secure high levels of achievement for all
* To meet individual needs through a wide range of provision
* To attain high levels of satisfaction and participation from pupils, parent and carers
* To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
* To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
* To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
* To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs and Disability Coordinator (SENDCo).

The SENDCo is responsible for reporting regularly to the head teacher and the governor with responsibility for SEND on the ongoing effectiveness of this inclusion policy.

**All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners** – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil’s family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school’s devolved SEND budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil’s and the school’s needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

In agreeing our staged arrangements, the school has taken into account the following statements and definitions:

*“Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils’ progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment.”*

***‘Inclusion: does it matter where pupils are taught?’ (Ofsted, 2006a)***

*“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. ”*

***SEND Code Of Practice (2014 : Para 1.24)***

*This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”*

***“Achievement for All” (National Strategies : 2009)***

*Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.*

***Ofsted SEND Review 2010***

*“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEND, should simplify the process of planning the right help at school level” (p68)*

***SEND Code of Practice 2014***

**STAGE 1 Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a whole-school provision map.**

* All learners will have access to quality first teaching.
* Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEND.

All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:

* Plan strategically to meet pupils’ identified needs and track their provision.
* Audit how well provision matches need
* Recognise gaps in provision
* Highlight repetitive or ineffective use of resources
* Cost provision effectively
* Demonstrate accountability for financial efficiency
* Demonstrate to all staff how support is deployed
* Inform parents, LEA, external agencies and Ofsted about resource deployment
* Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

**Identification and Assessment at Stage 1**

Children’s needs should be identified and met as early as possible through:

* the analysis of data including entry profiles, Foundation Stage Profile scores, “A Language in Common” assessment, reading ages, other whole-school pupil progress data
* classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
* following up parental concerns
* tracking individual children’s progress over time,
* liaison with feeder nurseries on transfer
* information from previous schools
* information from other services
* maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEND Support from the school’s devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENDCo.
* Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil’s needs. It may include a bilingual assessment where English is not the first language.
* Involving an external agency where it is suspected that a special educational need is significant.

**Curriculum Access and Provision for vulnerable learners**

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

* + teachers differentiate work as part of quality first teaching
	+ small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
	+ individual class support / individual withdrawal
	+ bilingual support/access to materials in translation
	+ further differentiation of resources,
	+ study buddies/cross age tutors
	+ homework/learning support club

**Monitoring and Evaluation**

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

* + classroom observation by the SENDCo, IP co-ordinator and senior leaders.
	+ ongoing assessment of progress made by intervention groups
	+ work sampling on a termly basis.
	+ scrutiny of planning.
	+ teacher interviews with the SENDCo IP co-ordinator
	+ informal feedback from all staff.
	+ pupil interviews when setting new targets or reviewing existing targets
	+ pupil progress tracking using assessment data (whole-school processes)
	+ monitoring one plans and their targets, evaluating the impact of one plans on pupils’ progress.
	+ attendance records and liaison with Education Entitlement Service.
	+ regular meetings about pupils’ progress between the SENDCo/IP co-ordinator and the head teacher
	+ head teacher’s report to parents and governors

**Stage 2 Additional SEND Support**

* + Pupils will be offered additional SEND support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2014.
	+ Under-achieving pupils and pupils with EAL who do not have SEND will not be placed on the list of pupils being offered additional SEND support (but will be on the school’s provision map).
	+ In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using the whole-school provision map.
	+ It may be decided that a very small number (but not all) of the pupils on the SEND list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEND Descriptors published as part of the Local Offer.
	+ Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
	+ Where a pupil is identified as having a special educational need a One Plan will be put in place.

**Our approach to One Planning is as follows:**

* + Our One Plans are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
	+ Our One Plans will only record that which is additional to or different from the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning.
	+ Our One Plans will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
	+ Our One Plans will be based on informed assessment and will include the input of outside agencies,
	+ Our One Plans have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
	+ Our targets will be SMART targets

**Targets for a One Plan will be arrived at through** :

* + Discussion between teacher and SENDCo. Discussion, wherever possible, with parents/carers and pupil.
	+ Discussion with another professional
	+ Our One Plans will be reviewed at least termly by class teachers in consultation with the SENDCo.

**Stage 3 Education Health and Care Plan**

* + Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an Annual Review of their plan.
	+ Our school will comply with all local arrangements and procedures when applying for
	+ High Needs Block Funding
	+ An Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND Support using our devolved budget at an earlier stage.
	+ Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

**Roles and Responsibilities**

**The head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn**

* + the head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs and Disability Coordinator (SENDCo) and IP Co-ordinator
	+ the head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school’s provision in this regard through:
	+ analysis of the whole-school pupil progress tracking system
	+ maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to another member of the SLT and SENDCo)
	+ pupil progress meetings with individual teachers
	+ regular meetings with the SENDCo/IP Co-ordinator
	+ discussions and consultations with pupils and parents

**Special Educational Needs and Disability Coordinator**

In line with the recommendations in the SEND Code of Practice 2014, the SENDCo will oversee the day- to-day operation of this policy in the following ways:

* maintenance and analysis of whole-school provision map for vulnerable learners
* identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with Education Health and Care plans
* co-ordinating provision for children with special educational needs
* liaising with and advising teachers
* managing other classroom staff involved in supporting vulnerable learners
* overseeing the records on all children with Special Educational Needs
* contributing to the in-service training of staff

 Implementing a programme of Annual Review for all pupils with an Education and Health Care Plan. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review

* carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a special educational need which will require significant support
* overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners’ provision map
* monitoring the school’s system for ensuring that One Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils (see section on One Plans)
* evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
* meeting at least termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school’s provision map (school managers will guarantee planning and preparation time for teachers and SENDCo to ensure that these meetings occur).
* liaising and consulting sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
* attending area SENDCo network meetings and training as appropriate.
* liaising with the school’s Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
* liaising closely with a range of outside agencies to support vulnerable learners.

**Class teacher**

 **Liaising with the SENDCo/IP co-ordinator to agree :**

* which pupils in the class are vulnerable learners
* which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learners’ provision map – but do not have special educational needs.
* which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school’s SEND list. Some of these pupils may require advice/support from an outside professional and, therefore, a One Plan to address a special educational need (this would include pupils with EHC Plans)

**Securing good provision and good outcomes for all groups of vulnerable learners by :**

* providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
* ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEND Code of Practice 2013)
* ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

**Assessing and Reviewing pupils’ progress and the effectiveness of our educational provision for pupils with Special Educational Needs**

Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through:

* The school’s generic processes for tracking the progress of all pupils
* Half termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil)
* At least half termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.
* Annual review of Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2014)