



Special Educational Needs and Disability policy

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (June 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0-25 (June 2014)
- School's SEND Information Report Regulations (School's Offer) 2014
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been written and developed by the school's Inclusion Leader through consultation with SEND Governor, Senior Leadership Team, staff and parents of pupils with SEND.

The Inclusion Leader is Mrs Bridget Young who is responsible for the coordination of provision.

Any enquiry about a child's learning or progress should be discussed with the child's teacher in the first instance. Mrs Young can be contacted via the school office and by email (admin@malvernway.herts.sch.uk) or by phone (01923 773430)

Beliefs and Values:

Malvern Way is committed to providing an appropriate and high quality education to all our children. We believe that all children have an entitlement to a broad, academic and social curriculum, which is accessible to them and to be fully included in all aspects of school life.

We believe that children should be equally valued in school. We strive to eliminate prejudices and discrimination, and to develop an environment where all children can flourish and feel safe. We respond to learners in ways that take account of their varied life experiences and needs.

Every teacher is a teacher of every child including those with SEN. (Code of Practice 2014)

Aims

- We aim to meet the needs and raise the attainment of all our children, including those who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties, speech and language difficulties or emotional or social development.
- We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.
- We recognise that some pupils will have particular gifts and talents. We aim to identify needs as they arise and provide teaching and learning contexts that enable every child to achieve his or her potential, this will at times include additional provision for specific children.
- Children with SEND may at times require a more specialised programme of learning than the majority of children of the same age.
We place a very high priority on the need to provide the best possible education for these children.
- We have the same high aspirations and expectations for all children with SEND as we have for children who display no learning difficulties or other problems.

Objectives

- To ensure the guidance provided in the SEND Code of Practice 2014 is implemented effectively across the school.
- To continually monitor the progress of all children in order to identify needs as early as possible and to provide support that will enable them to reach their full potential.
- To work in partnership with parents/carers to ensure we have a complete picture of their child's needs and for them to be fully involved in all stages of their child's education and in any decision making that affects them.
- To involve the children themselves in the planning of their support and in decision making that affects them.
- To ensure all children with SEND have full access to the curriculum through differentiated planning by class teachers, the Inclusion Leader and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those children identified as having SEND and for any other child identified as needing support, where progress is not being made.
- To ensure that children with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social dependence to meet the demands of Key Stage 2 life and learning.

Identifying Special Educational Needs

The Code of Practice 2014 states that “a child has a learning difficulty or disability if he or she has

- a significantly greater difficulty in learning than the majority of others of the same age, OR
- a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”

There are four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory / Physical

The purpose of identification of SEND is to work out what action the school has to take to ensure we meet the needs of the child. We build up a complete picture of the child in partnership with parents/carers, families and the child themselves.

Sometimes one of the following factors may impact on a child’s progress and attainment. However, this will not automatically mean he or she is identified as SEND:

- 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 (including that of parents and siblings)
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of the Armed Services Personnel

A Graduated Approach to SEND Support

All teachers are responsible and accountable for the progress and development of the children in their class, including where children access additional support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils is the first step in responding to pupils who may have SEND.

The school regularly and carefully reviews the quality of teaching and effectiveness of provision through formal teacher observations, coaching observations, “learning walks” and planning and work scrutiny. Termly Pupil Progress Meetings between class teachers and senior leaders identify children whose progress

- 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

Strategies are discussed to help remove any barriers to learning and extra support or interventions are put in place at the earliest opportunity to secure better progress and to ensure the child reaches their full potential.

Deciding on whether to make special educational provision involves the class teacher and the Inclusion Leader working closely together to consider all the information gathered in school about a pupil’s progress. This is the first step in a graduated approach to SEND support.

This could include information from:

- formative assessments
- the teacher's assessment and experience of the pupil, including the completion of the neurodiversity checklist
- outcomes of any additional support or interventions already in place
- the views and experience of the parents

Where appropriate, the school will draw on more specialist assessments from external agencies and professionals.

Parents are informed at the earliest opportunity of any concerns and records of discussions kept on the Schools Management Information System.

Where a child continues to make inadequate progress in spite of high quality teaching, additional support and interventions measured over time and is identified as having special educational needs, the class teacher will:

- discuss the assessments that have been completed with the parents/carers
- agree the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour and
- set a clear date for review.

This is the 4 part cycle of "Assess, Plan, Do, Review" through which decisions and actions are revisited and revised, with a growing understanding of the child's needs and what supports the child in making progress and securing good outcomes.

The child and their family are central to all decisions. They are encouraged to express their views, to share their knowledge and expertise on how best to support their child and to work in partnership with the school to secure the best possible outcomes.

Managing Pupils' Needs on the SEN Register

There is one single category of support under the SEND Code of Practice 2014 - **SEN Support**. Once a child has been identified with SEND, an assess, plan, do review sheet will be drawn up by the class teacher following discussions with the child's parents/carers and the child. The plan will outline the areas for improvement, the support and provisions planned, how this will be managed and by whom and the expected outcomes to be achieved within a specific time frame.

The plan is used as a working document and the teacher will monitor the plan regularly to ensure the provision continues to meet the child's needs and progress is being made. The class teacher will meet termly with the parents and the child to discuss the impact of the support or interventions on progress and to plan next steps. Parents will receive a copy of the plan so that they can support their child at home.

Parents, the class teacher, other adults involved in supporting the child and the child themselves will also contribute to the development of a One Page Profile which provides a summary of what matters to the child and how to support them well. A One Page Profile captures important information to enable teachers to personalise learning for each child.

If a child, continues to make little or no progress, despite evidence based support and interventions that are matched to their needs, we may request support and advice from external professionals, in order to meet their needs more effectively. This request will be made by the Inclusion Leader with parental consent, following discussions with parents, teachers and other adults supporting the

child. Targets set by professionals following an assessment of a child will be added to the child's support plan.

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, we will consult fully with the parents about considering a request to the Local Authority for an Education, Health and Care needs assessment. The assessment will help the Local Authority decide whether the child requires an EHC plan. The purpose of an EHC plan is to make special educational provision to meet the needs of the child, to secure the best possible outcomes across education, health and social care and as they get older, prepare them for adulthood.

Criteria for exiting the SEN Register

Where a child continues to make good and sustained progress and closes the attainment gap with his or her peers, it may be decided to remove them from the SEND Register. This decision will be made following consultation with the class teacher, Inclusion Leader, parents/carers and where appropriate, the child.

The class teacher will continue to carefully monitor the child's progress.

Supporting children and families

For information about services available in the local area for parents, children and young people aged 0-25 with special educational needs and disabilities (SEND), visit Hertfordshire's Local Offer at:

<http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>

The school has published a School's Offer (SEND Information Report) that provides information about other agencies that can be accessed to support the inclusion of children with SEND. It can be found on the parent's page at:

<http://www.malvernway.herts.sch.uk/>

Transition

The school recognises the importance of close contact with other schools as children with SEND move between stages of education, transfer to a new school or join Malvern Way from another school.

Some children may need additional support when moving from one class to another.

To ensure continuity of provision Nursery teachers liaise with feeder playgroups before children join us and where appropriate the Inclusion Leader will be involved.

Class teachers and the Inclusion Leader meet with the Inclusion Leader from Little Green Junior School to discuss SEND pupils. Relevant records are also passed onto new schools. All Year 2 children spend a morning at Little Green School. Teachers from Little Green School also spend a day "team teaching" their new class.

An additional transition visit for a few children with specific needs can be arranged if it considered beneficial, following discussions with the teacher and parents/carers.

Further transition arrangements can be found in the School's Offer (SEND Information Report) on the school's website.

Supporting Pupils at school with Medical Conditions – See policy on school website

- Our school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips, outdoor learning 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 pupils may also have special educational needs and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2014) is followed.
- All children with medical needs have a Health Care Plan.
- Staff receive appropriate training to support pupils with medical conditions in school.

Monitoring and Evaluation of SEND

The school regularly monitors and evaluates the provision offered to all children by:

- Termly work sampling
- Observations
- Termly Pupil Progress meetings with teachers, year group leaders and senior leaders
- Discussions with children on how their learning is progressing
- Impact of interventions on progress
- Termly meeting with SEND Governor who seeks to ensure that the needs of all pupils are met and that the provision made for pupils with SEND at all levels of need promotes development
- Data analysis to help plan our provision map
- Meetings with Parents/carers to gain their views

Training and Resources

The school budget, received from Hertfordshire Authority, includes money for supporting children with SEND.

The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, based on the needs in the school.

The Headteacher and the Inclusion Leader discuss all the information that they have about SEND in the school including:

- The children getting extra help already.
- The children needing extra support.
- The children who have been identified as not making as much progress as would be expected.

A decision is then made as to the resources/training and support needed.

This is reviewed regularly and amended as necessary.

Resources may include deployment of staff depending upon individual needs and circumstances.

All teachers and support staff undertake induction when taking up a post at Malvern Way Infant and Nursery School.

The Inclusion Leader attends termly cluster meetings and the Local Authority network meetings in order to keep up to date with local and national updates in SEND.

Roles and Responsibilities

Emma Cole, Headteacher – DSP

Holly Butcher, Deputy Headteacher - Deputy DSP

Bridget Young, Inclusion Leader - Meeting the medical needs of pupils, Designated Teacher for CLA and PPG

Sarah Ineson, Key Stage 1 Leader – PPG – Deputy DSP

Ann Palmer, SEND Governor

Storing and Managing Information

Confidential information is stored securely in line with the school’s eSafety and Data Security Policy. See school’s website.

Reviewing the Policy

This policy will be reviewed every 2 years.

Accessibility

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all school and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Please refer to the school’s Accessibility Plan for further information.

Complaints Procedure

Complaints about provision for vulnerable children, those with SEN or who are disabled will normally be directed in the first instance to the class teacher, who should then refer them to the Inclusion Leader and Headteacher. If the complaint cannot be resolved through these channels there is a County Complaints procedure for SEND.

Please refer to the Complaints Procedure for further information.

Bullying

The school adopts a zero tolerance approach to any act of bullying or discrimination of any kind. This is dealt with in line with our school behaviour policy.

Signed Headteacher

Date

Signed..... Chairman of Governors

Date