

Meltham CE (C) School



Special Educational Needs and Disability Policy

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Approved by:	Chair of Governors: Mr. K Stephenson		
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1.0 Aims

The policy aims to

- Define roles and responsibilities of SEND (Special Educational Needs and Disability)
- Define the procedures for identifying and supporting pupils with SEND
- Define how pupils' Special Educational Needs and disabilities are identified.

2.0 Responsibility for the coordination of SEND provision

- The person responsible for the strategic overview for the provision for children with SEND is the Headteacher.
- The person co-ordinating the day to day provision of education for pupils with SEND is the SENDCO.
- The class teachers are responsible for meeting the needs of the pupils with SEND in their class, as stated in the SEND Code of Practice: 0-25 years.

3.0 Policy

3.1 Background

All children (inclusive of their special educational needs and disabilities) have a right to an intentional and purposeful curriculum. At Meltham CE Primary School, all teachers are teachers of children with SEND and are expected to plan a relevant curriculum, which is inclusive and provides equitable opportunities for all the children to access the curriculum.

This policy complies with the statutory requirements in the SEND Code of Practice: 0 – 25 years (2014) and should be read in conjunction with the following guidance, information and policies:

- The Equality Policy
- Accessibility Plan
- The school's SEND information report on the school website
- The LA Guidance – 'Children & Young People with SEND; Guidance – School Based Support'
- Statutory Guidance on Supporting Pupils at School with Medical Conditions, and school's policy
- Safeguarding Policy
- Behaviour policy
- Anti-bullying policy.
- We have a SEND Governor, who is Tom Shires

3.2 Aims and Objectives of SEND provision

- To work with respect to the SEND code of practice 0-25 years July 2014.
- To give every child access to an intentional and purposeful curriculum, where all the children are valued and respected.
- To monitor the progress of all the pupils in order to identify and provide further provision for children with SEND.
- To fully engage and involve parent/carers and children in discussions, planning and reviews around needs and provision.
- To work in cooperation with outside agencies when the pupils' needs cannot be met by the school alone.
- To provide support and advice for all staff working with SEND pupils.
- Seek and take into account the views of the child.
- To operate a whole-school approach to the management and provision of support for SEND that takes into account all of a pupil's needs (using an 'Assess, Plan, Do, Review' model).

3.3 Definition of SEND

Definitions of Special Educational Needs (SEN) taken from section 20 of the children and families Act 2014:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than a majority of others at the same age; or

- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definitions at (a) or (b) above or would do so if special educational provision was not made from them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

3.4 A Graduated, Whole School Approach to SEND Support

3.4.1 Quality first teaching

- Class teachers are accountable for the development and progress of all children, adapting and differentiating learning representations as appropriate.
- Their planning takes into account any additional support and any intervention; support does not replace high-quality teaching.
- Continually monitor individual children's progress in all areas to ensure full access to the curriculum.
- Parents/Carers' evenings and further meetings provide an opportunity to discuss a child's progress.

If the pupil's progress is considered insufficient, then a referral will be made by the class teacher to the 'Inclusion Team'.

3.4.2 SEND support

If concerns about a child's progress persist, the child will be referred to the school's 'Inclusion Team' for discussion. The child's area(s) of need will be identified; the four areas of need are cognition and learning, communication and interaction, social and emotional, and sensory and physical. The 'Inclusion Team' may then decide, in collaboration with parents/carers, to place a child on the SEND Register or offer further support from outside agencies. Before this decision is made, there will be discussions between the class teacher, SENDCo, head teacher and any outside agencies involved.

A personalised approach is adopted to aid those children on SEND support. If a child's needs are more complex, we may use a My Support Plan (MSP) to record outcomes, provision and strategies in place. If the needs are less complex the provision that is additional to or different from other children will be recorded either on a 'Provision Map', or on an 'Additional Needs Plan' (ANP). The school has a range of interventions that can be offered to pupils that are additional to or different from the provision received by the other children in the year group (see appendix 1).

Once it has been decided that a child requires SEND support, the following process will take place:

Assess

- The class teacher will assess the child's area(s) of needs and barriers to learning or any gaps in the child's learning. The pupil's views and, where relevant, views of external agencies will also be considered. This analysis will be reviewed to ensure that support that may be being used is developing and evolving as required.

Plan

- Additional support may be put into place to assist with removing barriers and bridging any gaps, advice may be sought from the SENDCo. Parents/Carers, teachers and the SENDCo may have consultations to discuss any support and the impact of this.

Do

- The class teacher remains responsible for working with the child on a day-to-day basis. They will be responsible for planning and assessing the impact of any further support. Regular discussions will take place between ETA's and the class teacher with regards to any additional support that has taken place.

Review

- After a period of time (between 6 weeks and a term), the impact of the strategies will be assessed. Further assessment may be carried out to determine whether further support is needed. Should this be the case, further discussions will take place with regards to the next steps following the 'assess, plan, do review' model. It may be at this stage that the intervention has had a desired impact; here, the planned for intervention may conclude and our quality-first teaching will preside as sufficient for future progress. The cycle continues.

3.4.3 Education Health and Care Plan

If a pupil is not making progress towards their identified outcomes, a request can be made for an Education Health and Care Plan (EHCP) assessment of need. The child, parents/carers and any agencies will be involved in a referral for an EHCP. The referral is considered by Kirklees and they decide whether an EHCP should be written. Children with an EHCP remain within the responsibility of their teacher; they may also access further support within school. Their progress will be monitored throughout school; an annual review will also take place where the EHCP outcomes will be discussed and reviewed in more detail.

3.4.4 Criteria for exiting the SEND Register

Children are monitored regularly as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEND Register are made in partnership with the parent/carer at the end of each monitoring cycle.

3.4.5 Supporting children and their families

As a school, we aim to work in partnership with our parents/carers to ensure that they are fully informed about all matters relating to their child's SEND. Our SEND Report is on our website and is updated regularly; we guide parents towards the LA's Local Offer for information about wider services. We also provide information about:

- Our links with other agencies (see Local Offer)
- Our transition arrangements (see SENDCo or class teacher)
- Our school policy on managing medical conditions (see our website).

3.4.6 Supporting pupils at School with Medical Conditions

At Meltham CE School, we recognise that children and young people at school with medical conditions should be supported so that they have full access to education. Please see our policy for Managing Medicines in school, which is available on the website and our Intimate Care Policy which is available on request.

3.5 Resources

3.5.1 Funding for SEND

All schools receive an amount of money to support children with SEND. This is provided as part of the schools' block formula allocation. There is a 'notional budget' which caters for the Special Educational Needs children in our school. The Education Funding Agency describes the funding available within schools for SEND pupils as being made up of 3 elements:

Element 1

Core Educational Funding

Mainstream per pupil funding (AWPU)

Element 2

Schools Block Funding

Contribution of up to £6000 for additional support required by children and young people with high needs, from the notional SEND budget.

Element 3 High Needs Top Up

Top Up funding from the LA to meet the needs of individual children and young people with EHC plans.

3.5.2 Workforce development

An induction process is in place for all teachers and support staff with regards to the SEND systems. The school's SENDCo regularly attends the LA's SENDCo network meetings in order to keep up-to-date with local and national SEND updates. The SENDCo attends the Honley Partnership Additional Needs meetings. There are regular training opportunities amongst the school staff in relation to SEND.

3.6 Storing and Managing Information

All documents relating to children on the SEND Register are stored in locked filing cabinets and on password protected systems.

3.7 Accessibility – Statutory Responsibilities

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information

Appendix I Interventions offered (list not exhaustive yet not contained to)

- Small group work
- Little Wandle Phonics interventions
- Key word recognition
- One to one reading
- Small-group comprehension activities
- Meet and great
- Forest Schools
- Lunchtime club
- Lunchtime provision and independent lunchtime intervention depending on need
- Gross and Fine motor skills
- Speech and Language – nursery narrative, colour coding, semantic links and word aware
- Lego therapy
- Developing language for thinking
- Speaking and listening groups
- Social Use of Language (SULP)
- Nurture to nature groups
- SEMH Support groups
- Social support groups
- Social stories
- Touch typing
- Precision teach – tables, high frequency words