

# Meltham CE (C) School



## Special Educational Needs and Disability Policy

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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 managing pupils with SEND
- Define how pupils' Special Educational Needs 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 SENDCO is supported by the Senior ETA for Behaviour and Learning.
- The classteachers are responsible for meeting the needs of the SEND pupils in their class.

### 3.0 Policy

#### 3.1 Background

All children, regardless of their special educational needs, have a right to a broad and balanced curriculum. At Meltham CE Primary School all teachers are teachers of children with SEND and are expected to plan a relevant and purposeful curriculum, which is inclusive and provides equal 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
  - The Disability and Access 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
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- We have a SEND Governor who is Mrs Helen Travis.

### 3.2 Aims and Objectives of SEND provision

- To work within the SEND code of practice 0-25 years July 2014.
- To give every child access to a broad, balanced and creative 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 their provision and needs.
- 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 ( 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 teach

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

If the pupil does not make progress, then a referral will be made by the classteacher to the Additional Needs Team.

#### 3.4.2 SEND support

If concerns about a child's progress persist, the child will be referred to the school's Additional Team for discussion. The Additional Needs Team may decide, in collaboration with parents/carers, to place a child on SEND support. Before this decision is made, there will be discussions between the class teacher, SENDCO, headteacher 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 will use a Support Plan 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 (an 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 I Interventions)

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

### **Assess**

- The class teacher will assess the barriers to learning or any gaps in the child's learning. The pupils views and where relevant those 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 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 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.

#### **3.4.3 Educational Health and Care Plan**

If a pupil is not making progress towards their identified outcomes a request can be made for an Educational 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 are still the responsibility of the 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 considered.

#### **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 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, and we guide parents towards the LA 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.

## 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 Schools 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.

## 3.6 Storing and Managing Information

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

## 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

- Small group work
- Direct Phonics
- Read Write Inc phonic one to one
- Key word recognition
- One to one reading
- Nessy
- Meet and great
- Forest Schools
- Lunchtime club
- Toe by Toe
- Gross and Fine motor skills
- Speech and Language – nursery narrative, colour coding, semantic links and word aware
- Lego therapy
- Developing language for thinking
- Movement both gross and fine
- Extra reading support, cracking comprehension, direct phonics, read, write, inc, rapid phonics, rapid reading.
- Social Use of Language (SULP)
- Nurture groups
- Social stories
- Touch typing
- Precision teach – tables, high frequency words