



Middlezoy and Othery Primary Schools

Special Educational Needs Policy

October 2017

SEND Code of Practice

According to the SEND Code of Practice (2015) a child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child is considered to have 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*
- *has 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 or mainstream post-16 institutions'.*

A child under compulsory school age has special educational needs if he or she is likely to fall within the above definition when they reach compulsory school age, or would do so if they did not receive special educational provision.

(SEND Code of Practice 2015, para xiv)

Middlezoy and Othery SEN Objectives

Middlezoy and Othery Primary Schools are two small, friendly and inclusive schools that aim to offer opportunities for every child to develop their talents and abilities and to reach their potential. In our small schools, every child shines in their uniqueness.

Objectives

- To develop and maintain a whole school, fully inclusive approach to special needs, with all pupils fully integrated.
- To provide a dyslexia friendly school environment, where staff are identifying pupils with such tendencies at the earliest opportunity.
- To work closely with pupils, parents and other agencies to ensure that appropriate provision is made for children who have an SEN.
- To provide effective support, in line with the Local Offer and the Core Standards, at the earliest opportunity.

In 2015, the new SEND Code of Practice was published that promoted a more person-centred approach to SEND. High Quality teaching will meet the individual needs of the majority of children, however some children will have needs that are additional to and different from this. In order to meet the needs of these children with SEN, we must endeavour to monitor progress closely and have high expectations of all our children.

Therefore, these points from the SEND Code of Practice 2015, are the outcomes we have set for ourselves.

We should:

- ensure decisions are informed by the insights of parents and children themselves
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

SEN Code of Practice 2015 (section 1.25)

Key Personnel

Name	Role
Jen Daymond	SENCO
Nichola Chesterton	Head of School
Nicola Mannion	SEND Governor

To contact any of the above people, you are welcome to call the school to make an appointment.

SEND

Categories

In order to provide the most appropriate and effective level of support for children who are identified as having SEND, our first step is to try and identify the highest area of need for an individual child.

The categories of SEND need are:

- Cognition & learning (a child may think or process information differently to most other children)
- Social, emotional & mental health
- Communication & interaction
- Sensory and or physical needs

SEN Support

Where the schools and parents' concerns continue, despite additional support in place, it may be suitable to add the child to the 'SEN register' to acknowledge the additional support they need to make progress (SEN Support). This only happens in agreement with parents.

Children on the SEN register will have a one-page-profile that is drawn up from conversations with the child and school staff, with a purpose of highlighting the child's strengths, aspirations and preferred support. These will be shared with parents and with staff working with the child. Each term, outcomes (targets) are set in consultation with parents, child, staff and the SENCO to best meet the needs of the child to reach the next stage of their progression. At the end of each term, these are then reviewed and careful assessment data is collected to identify the impact of the given support that aims to help the child achieve their outcome.

Education Health Care Plans (EHCP)

Written in consultation with staff and parents of Middlezoy and Othery Schools

When a child's needs are more complex, the school and parents can apply for an EHCP. This is a statutory assessment that is carried out. If exceptional need is recognised by the team of professionals at County, an EHC plan will be drawn up in consultation with the child, parents and all the professionals involved to identify how best to support the child's needs. The child will be noted as having an 'EHCP' to indicate a higher level of need. This need will be reviewed annually in school.

Provision

Coordinating Provision

The school follows the graduated approach in line with strategies recommended within the SEND Code of practice (2015). Further details on the identification of children with SEN and the graduated response, please refer to our CLP's 'Identification of SEN' guidance document that was produced in consultation with the Learning Support Services.

The SENCO liaises with the Head of School, classroom teachers and support staff, who together use assessment data, observation and consultation in order to identify children causing concern or having special needs. Any child identified as requiring support additional to and different from other pupils is discussed fully, with parents invited into school for this. At the end of each term, SEN meetings are held in school to set outcomes and discuss appropriate provision. Parents are invited in and may request a meeting at any point throughout the year.

Training and Support

At Middlezoy and Othery, all teachers are teachers of all children including those with special educational needs. In-school training is provided to ensure all staff are able to meet the specific needs of the children they work with. The SENCO attends training within the CLP, which is then cascaded, so all staff benefit from up to date practice and knowledge. We make use of outreach programs to extend our understanding and procedures as well as consulting with outside agencies as needed.

Mostly, children access in-class Universal support through differentiation, support staff, teachers and specific resources. Occasionally a child's needs may require them to access support through being withdrawn from class for short periods in a day, either for one to one support or in a small group. This is either for an 'intervention' and is designed to have a significant impact on progress or is for provision that is different from and additional to standard practice within the classroom, such as Occupational Therapy exercises. For a child with more complex

needs, they may be withdrawn from class more frequently so that they can access a personalised curriculum, however, these children remain the responsibility of the class teacher, who provides all planning and monitors their progress closely.

Resources

At Middlezoy and Othery, we are developing our range of resources for interventions and support in class. We have a range of sensory equipment, specific well-founded interventions and are now developing our 'toolboxes' in each class, as recommended as part of the Inclusive Dyslexia Friendly School accreditation. These include coloured overlays, prompt sheets and a range of resources to support children on a daily basis. We also have ipads for the children to use, that include apps and software specifically suitable for different learning needs. For any other resources we may need, we make use of Somerset based resource libraries.

Monitoring and Assessment

Any child that is a cause for concern or has a SEN is monitored very closely for progress as well as the impact of any interventions being implemented. The teachers, Head of School and SENCO refer to all assessment data for the child when considering the best support and provision to offer each child.

Where there are needs for which the school would like further advice, with permission from the parents/carers and Head of School, individual children are discussed at 'Consultation Meetings'. Our Learning Support Services Advisor and Educational Psychologist usually attend these meetings to offer advice and potentially decide if further involvement is needed. This will only go ahead with the permission of the child's parents.

The SENCO may carry out specific assessments for a child to identify specific learning difficulties in order to plan provision and support. Additionally, Reading and Spelling is assessed twice a year using the New Salford Sentence Reading Test and Single Word Spelling Test. These tests provide a reading and spelling 'age'; this enables us to monitor progress closely, provide suitable reading material and quickly

Roles and Responsibilities

identify any child not making progress.

Special Educational Needs Coordinator	<ul style="list-style-type: none">To work with the Head of School to oversee the day to day provision for pupils with SEN at Middlezoy and Othery.
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(SENCO)	<ul style="list-style-type: none"> • To report annually to the Governors and LSS about the schools' SEN provision. • To inform parents when SEN provision has been made for their child.
The Local Governing Body	<ul style="list-style-type: none"> ▪ To ensure that provision of SEN is of a high standard. ▪ To refer to the SEND Code of Practice when undertaking its responsibilities. ▪ To have in place a designated SEN Governor who will make sure that children with known special educational needs have those needs met as fully as possible. ▪ To have in place a strategy to monitor the school's SEN policy.
The Head of School	<ul style="list-style-type: none"> ▪ To ensure that the daily management of SEN provision is effective. ▪ To work closely with the SENCO and the teaching and support staff. ▪ To keep the Governing Body informed of all matters relating to its responsibilities for the provision of SEN.
Class Teachers	<ul style="list-style-type: none"> ▪ Class Teachers have an overall responsibility for the care, education and welfare of all children in their class, including (and perhaps especially) children with SEN. ▪ To be aware of the school's Graduated Approach for the identification and assessment of pupils with SEN and the provision it makes for them. ▪ To deliver Quality First Teaching for all children, and assess the impact of Universal provision and in-class interventions for children with possible SEN. ▪ To liaise closely with the SENCO to set and review appropriate outcomes for learners. ▪ To regularly speak with parents regarding their child's progress and/or needs. ▪ To notify parents when the school feels that their child has special educational needs and is going to receive additional support.
Parents	<ul style="list-style-type: none"> ▪ To work closely with the school in order to develop a partnership that will support SEN pupils.

Child Protection

It is a legal requirement that each school have designated staff who are responsible for Child Protection

Name	Role
Jill Quine	Designated Lead Child Protection Officer
Mary Creed	Deputy Child Protection Officer
Ceri Gardiner	Child Protection Governor

Outside Agencies

Other outside agencies who might be involved?

- Educational Psychologist (EP)
- Learning Support Services (LSS)
- Speech & Language Therapy (SpLT)
- Child & Adolescent Mental Health Services (CAMHS)
- Occupational Therapist (OT)
- Physiotherapists (PT)
- Medics/Paediatricians
- Social Care/Family Support
- Learning Centres
- Physical Impairment and Medical Support Team (PIMS)
- Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)- formerly the Parent Partnership Service
- Play Therapists

Conclusion

Our policy is to make pupils with special educational needs welcome, to ensure they receive a good broad and balanced curriculum and, where necessary, deliver appropriate provision for their needs. We are continually striving to improve our provision and welcome advice and support from anybody who can help us to make children's learning experiences richer.

Other policies

Other Policies to guide you can be found on the school website or you can ask for copies from the School Office.

- SEND Information Report
- Equal Opportunities Policy
- First Aid and Medical Policy
- Attendance Policy
- Child Protection Safeguarding Policy
- Accessibility Policy