



Moat House Primary School

Special Educational Needs Policy

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Moat House SEN Policy.

Introduction.

Policy Aims

The aims of this policy are:

- To create a school environment in which all children are included, valued and challenged whilst having full access to all elements of the school curriculum
- To ensure that the SEN of all pupils are identified and met throughout the school through an inclusive curriculum
- To provide clear guidance for all the school's stakeholders regarding the implementation of the Code of Practice within the school
- To make clear the expectations of all partners in the process
- To identify the role and responsibilities of staff in ensuring the inclusion of children with SEN

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

<https://www.gov.uk/children-with-special-educational-needs>

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway.

You can view information describing this new pathway on Coventry's SEND Local Offer website:

<http://www.coventry.gov.uk/localoffer>

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Coventry that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Responsibility for the coordination of SEN provision

The person responsible for overseeing the provision for children with SEN is Mr Alasdair Black (Head Teacher).

The person co-ordinating the day to day provision of education for pupils with SEN is Mrs Laura Francioso-Hehir.

The Governor responsible for overseeing the provision for children with SEN is Mrs Patricia Seaman.

Please see the office staff for contact details.

Section 1

Contextual Information

Moat House is an expanding primary school, moving up to two-form entry (approx 430 on roll including Nursery) and serves a socially mixed community. The area near the school is a mixture of private and housing association properties, however an increasing number of our children come from an area of greater deprivation outside the school's immediate catchment boundary.

The percentage of children eligible for free school meals and those supported by an SEN Support Plan is above national average as is the school deprivation indicator (Analyse School Performance).

The majority of pupils are of White British ethnicity however the percentage of children from minority ethnic groups has increased over recent years.

The school is the only stable factor in the lives of some pupils and so we have a team of 3 Learning Mentors and buy in to the 'Time for You' counselling service, provided by Relate, to help meet the needs of those pupils experiencing instability and difficult changes in their lives.

As well as 'Time for You,' the school commissions additional support from outside agencies to address the needs of pupils as quickly as possible.

Transience can be an issue in some year groups, however most children start at Moat House either in the Nursery or in the Reception class. At the end of the Nursery year, most children who attend the Nursery transfer into Reception, and we also gain new children from other pre-school settings at this time.

Attainment on entry for most children, as measured by school baseline data and confirmed through external validation is well below age related expectations, especially in Literacy. The number of Speech and Language referrals has increased, as has the number of Foundation stage pupils on the Special Needs Register.

Mission Statement ***'Nurturing Bright Futures'***

Moat House is a fully inclusive school which aims to ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This document is intended to give information regarding the ways in which we ensure we support all of our pupils, including those with SEN, in order that they can reach their full potential. It may not list every skill, technique and resource we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing needs and requirements of our individual children.

We believe that children with special educational needs experience the greatest success when their needs are identified quickly, assessed thoroughly and provided for promptly and appropriately.

Section 2.

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN 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 has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of 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.

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.

Identification of pupils needs at Moat House School

'Every Teacher is a Teacher of SEN'.

Quality First Teaching: 'The baseline of learning for *all* pupils'.

1. Any pupil who is falling significantly outside of the range of expected academic achievement will be monitored. Any extra provision need will be recorded on an 'Assess, Plan, Do, Review' document, which is reviewed at regular progress meetings.
2. Once a pupil has been identified as *possibly* having SEN, they will be closely monitored by teaching staff in order to gauge their level of learning and possible difficulties.
3. The class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SENCO will be consulted, as needed, for support and advice.
5. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.
6. The Pupil is monitored if parent or teacher raises concerns, but this does not automatically place the pupil on the school's SEN register. Concerns are discussed with parents/carers. It is then recorded by the school as an aid to further progress and for future reference.
7. Regular progress meetings are used to monitor and assess the progress being made by all children.

Section 3.

Teacher responsibilities

'Every Teacher is a Teacher of SEN'.

Teachers at Moat House will;

- Provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our students' achievement.
- Equip children with the skills and attributes necessary for adult life.
- Create a welcoming atmosphere for parents.
- Set aspirational yet attainable targets for learning.
- Plan work that is appropriately matched to learning needs and ensures progression.
- Create effective learning environments in which pupils' achievements are celebrated and independence is fostered.
- Ensure that the school has an appropriate physical environment and appropriate resources to meet the needs of all children.
- Respond flexibly to pupils according to their difficulties.
- Support pupils' learning without making them feel different or inferior to their peers.
- Enable each pupil to become an independent and confident student.

1. Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents and previous class teachers.

2. Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential. Staff will, in consultation with the SENCO, use Boxall Assessments as appropriate to monitor the progress of pupils with SEN whose barriers to learning are linked to the pupils' social, emotional and mental health needs.

3. Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.

This will be carefully monitored and regularly reviewed by class teachers in order to ensure that individual targets are being met and all pupils' needs are catered for. This will be recorded on an 'Assess, Plan, Do, Review' document, which is reviewed at regular progress meetings.

4. Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress through support plan meetings, three times a year.

We recognise that withdrawing individuals and/or groups of children with SEN should be handled sensitively, that it should provide balanced access to the curriculum and avoid social exclusion. Inclusive education is an entitlement for all children including those with SEN, which we aim to fulfill through all classroom settings and groupings.

Section 4

The Graduated Approach

The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

Where it is determined that a pupil does have SEN, the pupil's parents will be formally advised of this before inclusion of the child on the School SEN Register.

The support provided consists of a four-part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess.

In identifying a child as needing SEN support, the teacher should carry out a clear analysis of the pupil's needs. This should draw on assessments, teacher observations, and details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required.

Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents and SENCO.

Plan.

Planning will involve consultation between the teacher and parents, to agree the interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support, staff will be informed of individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do.

The class teacher remains responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the class.

They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching.

Review.

Reviewing pupil progress will be made at termly support plan meetings. The review process will evaluate the impact and quality of the support and interventions.

The class teacher will revise the support in light of pupil progress and development; making any necessary amendments going forward, in consultation with parents and SENCO where appropriate.

My Support Plan:

If teachers, parents and SENCO are in agreement that provision outlined in 'Assess, Plan, Do, Review' documents are not sufficiently meeting the needs of the pupil, a My Support Plan will be created for the pupil. This identifies very specific areas of need, with clear support put in place to achieve the desired outcomes. My Support Plans will be reviewed, in consultation with parents, after an agreed period of time, usually within six to eight weeks.

Request for an Education, Health and Care Plan:

If two to three cycles of My Support Plans have been put in place or if a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process that is usually requested by the school, but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken by the SENCO and Head teacher following advice from outside agencies.

Further information about EHC Plans can found via the SEND Local Offer:

<http://www.coventry.gov.uk/SENDlocaloffer>

Monitoring and Evaluation.

In order to make consistent progress in relation to SEN provision, Moat House encourages feedback from staff, parents and pupils during the academic year.

- Support plans will be monitored on a termly basis in line with the SEN Code of Practice.
- Inclusion Leader may monitor Special Needs through Pupil voice, observations, book trawls and questionnaires.
- Inclusion Leader to be responsible for monitoring the provision for SEN children throughout the school
- Inclusion Leader to attend termly tracking meetings
- Inclusion Leader to ensure use of outside advice to inform next steps
- To provide equal opportunities for all SEN children

Section 5.

Roles and responsibilities.

The Inclusion Leaders and the Head teacher are responsible for:

- Keeping staff fully informed of the special educational needs of any pupils including sharing progress reports, medical reports, outside agency reports and teacher feedback.
- Providing regular training and learning opportunities for staff on the subject of SEN.
- Ensuring staff members are kept up to date with teaching methods that will aid the progress of all pupils including those with SEN.

Moat House invites and seeks advice and support from external agencies in the identification, assessment and provision of SEN. The SENCO and Head Teacher are the designated persons responsible for liaising with the following:

- Education Psychology Service
- Social, Emotional, Mental Health and Learning (SEMHL)
- Speech and Language Therapy
- EYFS SEND Team
- Complex Communication Team (CCT)
- Primary Integrated Mental Health Team
- Access and Technology Sensory and Physical Support Team
- Dyslexia Liaison Team
- Looked After Children Team
- SEND Information, advice and support services. (SENDIASS)
- Occupational Health and Physiotherapy services.
- School Nursing Service.

Representatives from other external agencies are invited to meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

Working in partnerships with parents.

Moat House School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEN to enable personal success.
- Parental views are considered and valued.

The SENCO provides support to teaching staff and parents by request. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the SEND Information Advice and Support Service when specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the child (age dependant) will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Moat House Medical register

Any child who has medical needs that do not impact on their learning are recorded on our medical register. This means that we, as a school, acknowledge there is a specific need but this is not a learning or well being issue.

Some children from this register may need to have medical alert posters. It is the responsibility of the Inclusion / SEND Leader to organise these as appropriate.

The medical register is held by Mrs L. Francioso-Hehir

Copies of care plans for children needing these are kept in the school office.

Policy approved

March 2018

To be reviewed *March 2019*