

Manor Park Primary School



SEND Policy

Date of last review: March 2021
Agreed by Governors: March 2021
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Frequency of review: Annual
Date of next review: March 2022
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Manor Park Primary School

Special Educational Needs and Disabilities (SEND) policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) 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 (May 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (August 2017)
- The National Curriculum in England Key Stage 1 and 2 framework document (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

Aim

At Manor Park Primary School, we aim to raise the aspirations of and expectations for all pupils with SEN. To do this, we will focus on outcomes for children and not just on hours of provision or support.

Objectives

1. To identify and provide for pupils who have special educational needs and or disabilities
2. To work within the guidance, provide in the SEND Code of Practice, 2015
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will devise and work with the SEN and inclusion policies
5. To provide support and advice for all staff working with special educational needs pupils

Our Inclusion Leader is Amy Healy. She is a member of SLT and can be contacted at a_healy@manorpark.coventry.sch.uk or telephone 02476501736. Our SENCO (Special Educational Needs Co-ordinator) is Sophie Holloway and she can be contacted at s_holloway@manorpark.coventry.sc.uk.

Manor Park is an inclusive school. We work within the Local Authority Offer which can be found at www.coventry.gov.uk/sendlocaloffer and we follow the guidelines from the Revised Code of Practice 2015. [Click here for more information.](#)

We ensure that all our children are included in all aspects of learning and school life.

From time to time some children will require additional support for a period of a few weeks, months or even longer to meet their needs. These children may have additional support through targeted intervention work. If a child's needs persist, then the child may be identified as having special educational needs (SEN).

Our school's definition of SEN is "***Any child who receives any support which is additional to or different from everyday practice and / or receives support from outside agencies***".

The child's need will be discussed with parents / carers, the child (if appropriate) and the class teacher. Following this the child will be placed on the SEND support register. The decision to do this is made by the school after consultation with the parents and is based on each child's individual needs.

Identifying Special Educational Needs

The SEN Code of Practice 2015 states that "*A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.*"

It continues to state that special educational needs fall under four broad areas of need:

- **Communication and Interaction** (including speech and language difficulties, Autistic spectrum disorder and Asperger's syndrome)
- **Cognition and Learning** (including moderate, severe and profound learning difficulties and specific learning difficulties such as dyslexia or dyspraxia)
- **Social, emotional and mental health** (including attachment disorder and attention deficit (hyperactivity) disorder)
- **Sensory and/or physical** (including visual impairment, hearing impairment or physical disability)

As a school, we will endeavour to identify a child's special educational need as early as possible, under the four broad areas of need, to enable us to provide the appropriate support to meet the needs of the whole child.

The following are **NOT SEN** but may impact on progress and attainment:

- 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
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Behaviour is not SEN. Any concerns relating to a child's behaviour should be described as an underlying response to a need which we will be able to recognise and identify clearly as we know the child well.

Under the Equality Act 2010 you are disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

- 'substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed
- 'long-term' means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection

A Graduated Response

We believe that quality first teaching is the key to meeting the needs of most of our children. Through differentiated planning, a range of teaching methods and a good working knowledge of the children's needs, most children will make good progress. Our class teachers closely monitor the progress made by all children in their class and ask advice from the SENCO as soon as they have concerns about any of their pupils. Staff will fill in an initial concern form which they will then pass to the inclusion team.

The SENCO/ Inclusion Leader may then suggest activities such as small group work or special programmes (interventions) to help the child. Examples of such groups in school are First Class Maths, social nurture groups, precision teaching, Read Write Inc, Language Link, Wellcomm Sensory Circuits, Memory Magic and CBT.

All teachers are teachers of children with special educational needs and therefore class teachers are responsible and accountable for the progress and development of the pupils in their class, including where children access support from teaching assistants or specialist staff.

If the child continues to have difficulties, as indicated by high quality formative assessments, the SENCO and the class teacher would suggest additional support and / or assessments. At this point, the child may be placed on the SEN support register after consultation with parents / carers. Where the child presents as having higher levels of need, the school may draw on external services to provide advice, assessments and / or specialist programmes of work.

Once a child has been identified as having SEN, the following steps are followed:

Step 1: Class teacher, SENCO and parents / carers make the joint decision to place the child on the SEN support register.

Step 2: Individual targets and strategies / interventions are identified and put into place. (The child may have an Individual Education Plan (IEP) written, a My Plan or they will be placed on the SEN provision map)

Step 3: These targets are reviewed at termly meetings with parents / carers, following the SEN Code of Practice 2015 format of Assess, Plan, Do and Review. External agencies may be involved for support and / or assessment where required.

Step 4: Where children have very complex needs and / or despite the school having taken relevant and purposeful action to support the SEN of the child, the child does not make expected progress, the school or parents may request an Education, Health and Care needs assessment. (EHC plan)

Parents and the child are involved in all of the above steps as much as possible. (This often depends on the age of the child.)

Managing SEN in school

The SENCO is responsible for keeping all records up to date and managing the SEN register and provision maps.

Children on the SEN register are classified as having **SEN Support**. Some children will be on the SEN register and receive SEN support for a relatively short period of time and others will remain on the register for a longer period of time. Using the Assess, Plan, Do, Review cycle, the SENCO will continually evaluate and update the SEN register and monitor the interventions and support available to children to ensure that the SEN needs of each child are being met.

IEP's will be updated three times a year by the class teachers as part of the termly review process, with children and in consultation with parents. This will take place around October, February and July although this is a flexible arrangement to meet the needs of individuals.

If the school feel that the child no longer needs SEN support, there will be a consultation with parents and the child will be taken off the SEN register. The child will continued to be monitored through the rigorous assessment and monitoring that is in place for all children.

Where further support is needed

Some children will need support from outside agencies. Currently we work with a wide range of external services including:

- Educational Psychology Services (EP)
- Social, Emotional, Mental Health and Learning (SEMH & L - previously LAWSS)
- Complex Communication (previously CIASS)
- Speech and Language Therapy Service (SaLT)
- Sensory Support Service
- Child and Adolescent Mental Health Service (CAMHS)

You can find out more about local services that we use in our SEND Information Report which is found on our website.

If the current support provided in school is not meeting the child's needs or they have particularly complex needs, a child may have an **Education Health and Care Plan (EHC)**. The school or parents can request an assessment for an EHC plan at any time where necessary to meet the additional needs of a child. There is formal process to follow and strict criteria to meet.

Supporting Pupils and Families

Families can find additional help and guidance in Coventry's Local Offer. Please click here for details www.coventry.gov.uk/sendlocaloffer.

If a family needs additional support, this can be provided, following an assessment of need, through the CAF system. This is managed in school by our lead learning mentor Debbie Perkins.

Children are supported through times of transition through our learning mentor and SENCO. The learning mentor will coordinate internal transitions and the SENCO alongside the class teachers and learning mentor will coordinate transitions to other settings.

Supporting Pupils at school with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips 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 may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Please refer to our Medical Conditions Policy for further details.

Monitoring and Evaluation of SEND

All SEN services and provision in the school are subject to rigorous monitoring through the gathering of parent, staff and pupil views and governors and SLT monitoring schedules. The progress of SEN children is regularly monitored through work scrutiny, data analysis and pupil progress meetings. The regular monitoring of interventions

and provision promote an active process of continual review and improvement of provision for pupils.

Training and Resources

SEN is funded in school by a notional budget awarded to the school. It is therefore the responsibility of the school to meet the SEN needs of a child where possible through this funding. Where a child's needs are greater or more complex and can't be met through the notional budget, an EHC plan may be requested to access top up funding to support the needs of the child.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. This is either led by the SENCO or by external specialists and is organised by the SENCO or Senior Leadership Team.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCO regularly attends the SENCO network meetings to keep up to date with local and national updates in SEND.

The SENCO and Inclusion leader meet with all class teachers to assist them in meeting the needs of the children in their class.

The SENCO and the Inclusion Manager, work closely together to ensure the needs of the children are met.

Roles and Responsibilities

The Role of the SENCO / Inclusion Leader

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with special educational needs
- liaising with and advising all staff
- overseeing and maintaining the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies
- organising and chairing annual review meetings where appropriate
- helping staff to identify early intervention
- tracking pupils' progress and allocating additional support to individual or groups of pupils

- documents and records are kept and shared with staff and parents and are available where needed
- completing and maintaining the special educational needs register
- Making sure relevant referrals have been made

Phase / Standards Leaders

- keeping an up to date profile of pupils with SEN in the year group
- tracking pupils' progress and allocating additional support to individual or groups of pupils
- ensuring individual needs of SEN pupils are met through targeted intervention where necessary
- analysing and reporting on progress of pupils with SEN at pupil performance meetings
- Provide the SENCO with a provision map of interventions that happen in their year group – including entry and exit data

The Role of the Class Teacher

- Providing quality first teaching to all pupils, including those identified as having SEN
- Identifying each child's needs and levels of attainment and progress
- Advising parents of any concerns
- Completing an initial concern form for children that they are worried about and passing it to the Inclusion Leader / SENCO
- Providing reports for external specialists
- Monitoring and assessing progress and maintaining appropriate records, including writing and reviewing IEP's three times a year, and implementing strategies that have been suggested by external specialists
- Planning and preparing work for children to enable them to access the curriculum
- Ensuring the delivery of the curriculum is appropriate to allow access for all children
- Fulfilling any other duties as required of the class teacher as stated in the SEN Code of Practice 2015

The Role of the SEN Governor

- To monitor and support the SENCO and Senior Leadership Team in the implementation of the SEN Policy and SEND Information Report.
- To inform governors of any issues regarding the implementation of the SEN policy.

The Role of Learning Support Assistants

- To support and help children with SEN to meet their targets (under the direction of the class teacher) and to report and record work that has been carried out and progress that has been made.

Additional Responsibilities

Person / People responsible for Safeguarding:

Jill O'Connor (Headteacher), Deb Perkins (Lead Learning Mentor)

Person / People responsible for Pupil Premium Grant:

Amy Healy (Inclusion Lead)

Person / People responsible for Looked After Children: Amy Healy (Inclusion Lead)

Person / People responsible for ensuring the medical needs of children are met:

Suki Dhothar (Learning Mentor)

Storing and Managing Information

Manor Park will follow the schools Information Management Policy with regards to storing and managing information held about SEN. All documents regarding SEN will be stored in locked filing cabinets and on secure ICT systems within the school.

Reviewing the Policy

This policy has been written with regard to the SEN Code of Practice (May 2015).

It will be reviewed annually by the SENCO / Inclusion Leader and shared with all staff and governors on an annual basis.

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Manor Park Primary School work closely with the LA to ensure that accessibility is considered in all building work.

Curriculum accessibility is closely monitored and assessed by the Intervention team, under the direction of the Inclusion Leader.

Concerns

If you have any concerns about your child, please refer directly to your child's class teacher. They know your child the best and can usually deal with your queries. Alternatively, you can contact the Inclusion Leader at a_healy@manorpark.coventry.sch.uk or SENCO at s_holloway@manorpark.coventry.sch.uk or telephone 02476501736.

Complaints

If you have any complaints about this policy or SEN in general, please contact the Inclusion Leader at a_healy@manorpark.coventry.sch.uk or SENCO at s_holloway@manorpark.coventry.sch.uk or telephone 02476501736.

Alternatively, please contact the Headteacher at headteacher@manorpark.coventry.sch.uk

Policy reviewed Sophie Holloway March 2021

Review: March 2022