

# MARLFIELDS PRIMARY ACADEMY

## Special Educational Needs & Disability (SEND) Policy

Policy Author (s)	Mrs S Isherwood/Miss S Booth (SENDCo)
Responsible Governor's Committee	Curriculum
Date discussed at SLT Meeting	
Date discussed at Staff Consultation meeting	
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Chair of Governors	M. Gartside
Frequency of Review	Review in the light of changes to legislation or operating experiences Or within one year of approved date from Governors
Review Month	May
School Website	Yes

## Introduction

We want all our children and young people with special educational needs and/or disabilities (SEND) to be: **H**appy and healthy, **A**chieving their potential, a valued **P**art of their communities, and supported to be as **I**ndependent as possible and to make choices about their own future. ([Cheshire East SEND Joint Strategy 2021-2024](#))

Enquiries about an individual child's progress should be addressed at first to the class teacher since they are the person who knows the child best. Other enquiries can be addressed to the SENDCo.

This policy reflects and complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (Sept 2014). It 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 (September 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

The process of developing this policy was initially carried out by the SENDCo. It was written in consultation with the Senior Leadership Team, the teaching and non-teaching staff and governors at the academy.

This SEND policy works alongside, and in conjunction with, the Local Offer offered by Cheshire East Local Authority (<http://www.cheshireeast.gov.uk/localoffer>). Marlfields Primary Academy Local Offer can be found on our [Academy website](#). This includes information on Identification of SEND; Teaching, Learning and Support; Keeping Students Safe and Supporting Wellbeing; Working Together and Roles; Inclusion and Accessibility and Transition.

## Settings, beliefs and values around SEND

Every teacher is a teacher of every child, including those with SEND.

At Marlfields Primary Academy, we believe that all children should have access to a broad and balanced curriculum, well matched to their abilities and aptitudes. For the vast majority of children this is best achieved in a mainstream classroom situation with the class teacher as the main provider of that education. The SEND co-ordinator (SENDCo) has additional expertise and skills to support this process.

We aim to raise the aspirations of and expectations for all pupils with SEND. Our school provides a focus on outcomes for children and young people and not just hours of provision/support.

### Our Objectives:

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2014.
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 & Disability Co-ordinator (SENDCo) who will work with the SEND Inclusion Policy.
5. To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.
6. To provide high aspirations for all pupils in order to prepare them for life beyond school.
7. To ensure that every child experiences success in their learning and achieves to the highest possible standard.
8. To enable all children to participate in lessons fully and effectively.
9. To value and encourage the contribution of all children to the life of the school.
10. To work in partnership with parents.
11. To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.
12. To work closely with external support agencies, where appropriate, to support the needs of individual pupils.

## Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority. (Code of Practice September 2014)

There are four broad categories of SEND:

1. Communication and interaction (E.g. autistic spectrum and speech and language disorders)
2. Cognition and learning (E.g. dyslexia, dyspraxia and dyscalculia; moderate learning difficulties, global developmental delay)
3. Social, emotional and mental health (E.g. ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties)
4. Physical and sensory (E.g. Epilepsy and diabetes)

There are other factors that may impact on progress and attainment that are not considered SEND:

- Disability
- Attendance and punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of pupil premium grant
- Being a looked after child
- Being a child of a serviceman or service woman

Behaviour is not classified as SEND. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete an EHP (Early Help Plan) with the family and support the child through that process.

The school will work closely with parents over any concerns relating to a child's behaviour, as behaviour may be a response to an underlying need.

If parents and school are concerned that the child may have mental health needs, we are able to make a referral to CAMHS (Child and Adolescent Mental Health Services) and encourage parents to ask their GP for further advice.

If the child is felt to have long-term social, emotional or mental health needs -for example with anger management - the school offers a range of social skills or therapeutic interventions. Trained Teaching Assistants/Wellbeing Councilor or Play Therapists who develop good, trusting relationships with the children will generally deliver these.

## Our Graduated Approach to Special Educational Needs and Disability

### Quality First Teaching

The Teacher's Standards 2012, make it clear that it is every teacher's responsibility to:  
*"Adapt teaching to respond to the strengths and needs of all pupils"*

The SEND Code of Practice echoes this point, as it states that:  
*"Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff"*

All children benefit from 'Quality First Teaching'. This means that teachers expect to assess, plan for and teach all children at the level, which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

If allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

Please see: Quality First Teaching taken from the [Cheshire East Toolkit for SEND](#) (Appendix 2)

## Differentiation/Inclusion

All of our classrooms are inclusion-friendly: we aim to teach in a multisensory way that will support children with tendencies towards dyslexia, dyspraxia, ASC etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class adaptations, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

## Identification

It is for the teacher, in consultation with the child, parents and colleagues, to try to meet the needs of each pupil prior to embarking upon the formal processes set out in this policy.

Identifying and adapting teaching to meet pupils' needs is a process that is in place for all pupils. The school has a rigorous and regular system, through termly pupil progress meetings, to identify where pupils are not making expected progress or working below national expectations. The class teacher will also talk with parents to ensure there is a shared understanding of pupil's needs and to gain parental perspective on any emerging concerns and areas of strength.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. The school is able to refer to an Educational Psychologist, Cheshire East Autism Team, Dyslexia Assessment Service and the Child and Adult Mental Health Service to seek advice and possible further assessment. Parents are also advised to contact their GP if they think their child may have ASC, ADHD or some other disability/condition.

### 1. "First Concerns"

*'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.'* (Code of Practice 2014)

Our Intervention Cycle:

Assess      Plan      Do      Review

If children are identified as needing additional support, class teachers will meet with parents to discuss the child's needs and create a First Concerns Profile; gathering parents and pupil views, begin keeping a SEN Diary, set desired outcomes and collate assessment data, which will be reviewed termly.

Class Teachers will use the Assess -Plan -Do -Review cycle for each identified child and this is added to the class provision map. The SENDCo should be informed about any child receiving additional support so that this information can be added to the 'First Concerns Register' and SEND Co support can be given. Discussions will take place during termly Pupil Progress Meetings within school, regarding the progress of all children and the updating of class Provision Maps. These discussions will inform any additional support required for individual children.

The school has a range of interventions available, which are listed and costed on a provision map. Class teachers need to consider which intervention will be best matched to the child.

Targets for children receiving additional support may be deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENDCo who monitors overall progress after the intervention.

- Interventions should ideally be planned in blocks of six to eight weeks.
- At the end of each block, children's progress towards their targets is assessed and recorded.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.
- The SENDCo monitors interventions to identify 'what works'.

Any targeted/bespoke provision work should be carried out in pupil's class / subject books as appropriate, so that teachers can see what work has been carried out and to what standard. This helps pick up any emerging issues as soon as possible, additionally; any skills learnt during targeted provision should be practiced back in class.

Entry and exit data is crucial in measuring the impact of any additional support; this is an integral part of the provision mapping process in school.

## 2. Special Educational Needs Support (School Support Plans)

*'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.'*(Code of Practice 2014)

Any Additional Support given to a child needs to be evaluated. If, despite access to Quality First Teaching and additional bespoke interventions that amount to 12 hours or more of support each week, a child fails to make progress, they will be accelerated to "SEN Support" and as such, recorded on our SEND Register.

"School Focused Support Plans" (SSP) paperwork needs to be completed for any child at SEN Support. At this stage, we will seek the views of parent and child, as well as sharing our aims for the child too. We will organise a meeting to include the class teacher, SENDs and parents, where decisions will be made about appropriate support and intervention to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness. Staff with sufficient skills and knowledge will deliver this. This SEN Support will take the form of a four part cycle (assess -plan -do -review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils needs and of what supports the pupil in making good progress and securing good outcomes. Parents will be invited into school to discuss progress against the desired outcomes at least once a term. The school will record the steps taken to meet the needs of individual children. The class teachers, with the support of the SENDCo, will have responsibility for ensuring that these records are kept and available as needed.

Desired Outcomes should be:

\*Specific \*Measurable \*Attainable \*Relevant \*Time based

The class teacher remains responsible and accountable at all times for the progress and development of all children in his/her class, even where a child may be receiving support from a teaching assistant. High quality teaching, differentiated for individual pupils is always seen as the first step in responding to pupils who may have SEN.

The school will fund up to 12 hours per week SEN provision per child, according to need, from their own budget. School will also seek outside advice from other agencies such as speech and language therapists, educational psychologists and the Cheshire East Autism Team as and when necessary.

### 3. Children with significant needs (Education, Health and Care Plans)

'Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.' (Code of Practice 2014)

For children with significant needs who require funding additional to the 12 hours, school will ask for a formal assessment for an Education, Health and Care Plan if appropriate. This will be made in conjunction with parents and specialist services, following the legal assessment procedures outlined in the Local Offer by Cheshire East Local Authority.

All Education, Health and Care Plans must be reviewed at least annually with the parents, the pupil, the LEA, the school and professionals involved will be invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the Plan. The Annual Review should focus on what the child has achieved as well as on any difficulties that need to be resolved. An EHCP Implementation Plan will be reviewed with pupil (where appropriate), parent and class teacher, sometimes involving the SENDCo, on a termly basis to aid decisions at the annual review.

### Transition

Enhanced transition arrangements are tailored to meet individual needs.

#### Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes-including from the nursery-as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher• Additional visits to the classroom environment to experience different lessons and in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet

#### Transition to Secondary School

At the review in Year 5, the aim should be to give clear recommendations as to the type of provision the child would require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents.

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the autumn term of Year 6. The SENDCo of the receiving school should be invited to attend the final annual review in primary school of pupils with EHCPs to allow the receiving school to plan an appropriate EHCP Implementation Plan to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur. Additional transition arrangements may be made at these reviews e.g. extra visits, travel, training etc.

The SENDCo from the feeder secondary school will visit Year 6 pupils in the summer term and will have a handover with the primary SENDCo and Year 6 class teacher. All SSPs, EHCP Implementation Plans and SEND records will be passed on to the appropriate secondary school.

### Removing pupils from the SEND register

In consultation with parents, the child will be considered for removal from the SEND register where they have made sustained good progress that:

- betters the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age, or where
- a child's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained
- SEN Support is no longer required to ensure this progress is sustained.

### Outside Agencies

The school can involve specialists at any point for advice regarding early identification and effective support. However, where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. Parents will always be involved in any decision to involve specialists along with the child's class teacher and in appropriate cases, the child them self. Specialist agencies will only be contacted where parents are in agreement. It is the SENDCo's role to contact any specialist agencies and ensure that the involvement of specialists and what was discussed or agreed is recorded and shared and fully understood by parents, teaching staff and, where appropriate, the child. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child.

Examples of specialist agencies used by and that are available to be used by the school:

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Cheshire East Autism Team (CEAT)
- Education Inclusion Service specialist teachers
- Specialist teachers for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability
- Speech and language therapists (SALT)
- Occupational therapists and physiotherapists (via GPs)
- Play Therapists

In some cases, there is a charge for accessing specialist agency support; funding for which will come from the school's notional SEND budget and will be monitored by the SENDCo and head teacher.

Where pupils are made subject to an EHC plan, the school will work in close partnership with any specialist agencies named on the Plan to provide support and specialist advice.

### Supporting pupils 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 an Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision where the SEND Code of Practice (2014) is followed. Please see also the school's 'Supporting Children with Medical Needs' Policy.

### Training

All of our teachers are trained to work with children with SEND. All have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or externally run courses, provision of books or guidance towards useful websites.

A member of the teaching staff holds the National Qualification in Special Educational Needs.

The SENDCo regularly attends local cluster meetings to keep up to date with local and national initiatives as well as to enhance their own CPD.

## The Role of the SENDCo

The role of the SENDCo is as follows:

- overseeing and monitoring the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- advising on and monitoring the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date.