



Special Educational Needs and Disability (SEND) POLICY

Name	SEND Policy		
Agreed by	GB School Improvement Committee		
Date agreed	9th July 2024	Review date	Summer 2026
Signed & dated			

Introduction

All teachers are teachers of special educational needs and disability (SEND). We recognise that it is the teacher's responsibility to meet the needs of all children in their class through 'Quality First teaching'. This can be seen through the choice's teachers make in terms of classroom organisation, selection of resources and the range of teaching and learning styles they use to ensure all children are included and learning in every lesson.

Special educational needs - What does it mean?

The term 'special educational needs' has a legal definition. Children with special educational needs all have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age. These children may need extra or different help from that given to other children of the same age.

The law says that children do not have learning difficulties just because their first language is not English. Of course, some of these children may have learning difficulties as well.

Children with special educational needs may need extra help because of a range of difficulties, such as:

- in their thinking and understanding (cognition and learning)
- physical or sensory difficulties
- emotional, behavioural and social difficulties
- difficulties with speech and language (communication and interaction)

Many children will have special educational needs, of some kind, at some time during their education.

Guiding Principle

Our guiding principle is one of inclusion. Although it is recognised that pupils may need to be withdrawn at particular times for specific programmes, they should be included wherever possible within the class setting. We want to identify and break down possible barriers to learning. We view diversity as an opportunity for learning not an obstacle.

Objectives in making provision for pupils with SEND

- We value all the pupils in our school equally.
- We ensure that all pupils have equal access to a broad, balanced curriculum which is modified where necessary to meet individual needs and abilities.
- The aims of education for pupils with difficulties and disabilities are the same as those for all pupils.
- It is the responsibility of all teachers and staff to identify and meet the SEND of pupils. In this they can draw on the resources available throughout the whole school.
- Every child is entitled to have his or her particular needs recognised and addressed.
- We offer high quality support to ensure that all needs are met.
- We maximise the opportunities for students with special educational needs to join in with all the activities of the school.
- We ensure there is consideration of SEND across all curriculum areas and all aspects of teaching and learning, including academic, social, emotional, behavioural, physical and medical.
- Good special needs practice is good practice for all pupils.
- Any pupils may encounter difficulties in school at some stage.
- All special educational provision is more effective if pupils and parents are fully involved.
- We seek the views of the child and take them into account.
- We acknowledge and draw on parent knowledge and expertise in relation to their child.

This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of assessment and review.

Roles and Responsibilities/ Co-ordination of provision

Provision for pupils with special educational needs is a matter for the school as a whole.

Governing Body

The school governors have the following legal responsibilities to:

- do their best to ensure that the necessary provision is made for any pupil who has special educational needs
- ensure that pupil's needs are made known to all who are likely to teach them
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- consult the LA and the governing bodies of other schools, when it seems necessary or desirable in the interests of co-ordinated special educational provision in the local area
- ensure that a pupil with special educational needs is able to fully join in activities with their peers; so far as is reasonably practicable and compatible for a) the child with SEND and b) the efficient education and use of resources of the pupils with whom they are educated
- ensure that parents are notified of a decision by the school that SEND provision is being made for their child

In doing so, Governors will have regard to the Special Educational Needs Code of Practice and the Disability Discrimination Act for Schools.

It is important that there is good liaison between the Assistant Head Inclusion/ KS1 and 2 SENCo, Assistant Head EYFS and EYFS SENCo, SLT and the governing body in order that members are fully aware of SEND issues and provision within the school. The Link Governor for SEND in the school is currently Steven Gilvin. He can be contacted through the school.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND. The Headteacher works closely with the school's Assistant Head Inclusion/ KS1 and 2 SENCo, Assistant Head EYFS and EYFS SENCo, The Headteacher seeks out best practice with the LA and other schools. The School Staff All teachers are teachers of children with SEND and adapt the curriculum to meet their needs. All staff share responsibility for implementing the school's SEND policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEN.

The Special Educational Needs Co-ordinator

The Special Educational Needs Co-ordinator is Rebecca Phillips (KS1/2) and Glynis Kirwan (EYFS), within their role of Assistant Headteachers. They can be contacted at school.

Their responsibilities include:

- Co-ordinating, monitoring and developing the provision for pupils with special educational needs.
- Liaising with any relevant external agencies, including those in health, education and social care to ensure all pupils' needs are being identified and addressed.
- Managing and developing the SEND Teaching Assistants and the Senior Inclusion Officer.
- Liaising with parents of pupils with special educational needs.
- Maintaining liaison with the link Governor for SEN.

Admissions and inclusions

Pupils with SEND are welcomed into the school, the same as any other child. The school ensures a smooth transition for pupils with SEND by thoroughly planning and liaising with parents and professionals prior to

admission, where possible. The LA currently has full responsibility for arranging all pupil admissions from Nursery upwards.

Specialist provisions

We currently have a specialist class which has the capacity for 10 pupils. The class follows a thematic sensory approach to planning and is tailored to meet the needs of each pupil.

Special facilities

The school welcomes applications for admission from all parents of pupils with SEND and we are fully accessible for pupils with mobility difficulties, having lift access to all three floors of the school building.

The governors make every effort to accommodate a pupil's particular needs and work with the LA to improve our facilities further.

Allocation of resources

The LA expects the school to provide primarily for pupils' additional needs within its yearly school budget. The school receives a small amount of additional top up funding for pupils with an Education Health Care Plan. There are slight variations in the funding (Banding) depending on the complexity and severity of the child's needs. The costs of the SENCo are set against the core or base budget of the school.

The school also provides, from within its own budget:

- Additional Teaching Assistants with a focus on supporting pupils with SEND
- Blossom Tree Speech and language therapy service to support pupils with EHCPs or have severe language needs
- Service Level Agreements for additional provision for pupils or staff (Educational Psychologist)
- Regular training for teachers and SEND Teaching Assistants so they can meet individual pupils' needs more effectively
- Additional teaching 'cover' for staff to plan for and review pupils with SEND
- Additional transport for pupils who may have difficulties accessing their class trips
- Specialist equipment, resources, software and books. The details of how individual pupils receive support are recorded on their Personal Support Plans and Annual Review forms.

Early Identification and assessment of pupils with special educational needs

At Malmesbury Primary School all pupils have access to a broad and balanced curriculum through the National Curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through high quality teaching and appropriate adaptations, made by their class teachers or supporting staff members.

Adaptive teaching means pupils can access learning in ways and at levels, which match their way of learning. All pupils will receive help through adaptive teaching but if the pupil does not make adequate progress, the school will plan more specific ways to help. All staff are responsible for identifying pupils who may not be making good progress - this is achieved through ongoing teacher observations and assessments which are reviewed at termly pupil progress meetings.

Pupils are only identified as having special educational needs if additional or different action is being taken to meet those needs. Additional information may need to be gathered from parents, the class teacher, the Assistant Head for Inclusion/ EYFS (SENCo) or other involved agencies. This will help the school to decide what additional support may be needed.

The additional support/ intervention will be recorded on a Personal Support Plan or the school Provision Map. The day-to-day monitoring of the child's progress is predominantly the responsibility of the class teacher.

The additional provision is reviewed termly as part of the pupil progress meetings. The need for further interventions or assessment will also be decided at those meetings.

Within the Foundation Stage, delivery of the curriculum is designed to be responsive to the needs of individual children as they arise. Planning of activities is differentiated or adjusted to match the needs of specific groups or individuals, on a weekly basis. However, some children are identified to have significant additional needs. These children are discussed and set short-term targets, and information is recorded onto an PSP which is then shared with parents.

SEN support

If the pupil does not make adequate progress, the school may request further advice, assessment and support from other specialist agencies, through the completion of a specialist referral form. These agencies include the Educational Psychology Service, Speech and Language Therapy, Physiotherapy, CAMHS, NDC and Occupational Therapy. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

The range of support available will often be specialist, individualised and sustained over a longer period of time. If appropriate advice from outside professionals will be incorporated into the Personal Support Plan (PSP) and these professionals will be invited to contribute to the monitoring and review of progress, at termly SEND Review meetings.

The PSP will only record that which is additional to, or different from, the differentiated curriculum and will focus on three or four short term, individual targets that match the pupil's additional needs.

The Personal Support Plan records the short-term targets, with the strategies and resources to achieve these targets. Parents and pupils are fully involved in this process, contributing to the target setting and termly review of the child's progress.

Education and Healthcare Plan (EHCP)

If a pupil demonstrates a significant learning, sensory, or communication need, the school or parent may request a statutory assessment of SEND (EHCP). The Local Authority will proceed with a full assessment if they believe the child meets their criteria. Reports will be gathered from a range of agencies including school, health, the Educational Psychology Service and parents. When an EHC plan is issued, with or without funding, the school will hold an initial planning meeting.

A Personal Support Plan (PSP) will be drawn up in conjunction with all relevant agencies including parents, which will be reviewed termly. Additional staffing or resources may be allocated for the support of that child's educational needs. In addition to the termly school SEN review meeting, there is also the Annual Review meeting, whereby the school reports back to the Local Authority on how they are providing for a pupil's Special Educational Needs and/or Disability.

If a pupil makes such good progress that they no longer meet the criteria for an EHCP, the EHCP may be discontinued by the Local Authority.

All Annual Reviews are person-centred in their approach and aim to fully involve the child wherever possible.

When pupils are due to transfer to another phase (secondary transition), planning for this will be started in the year prior to the year of transfer.

All children at SEN support, or with an EHCP are recorded on the Register of Additional Needs, which indicates the stage of SEN profiling they are on and their primary additional need.

Complaints procedures

The school's complaints procedure is set out in the complaints policy. However, Tower Hamlets Local Authority provides a Parent Partnership Service, to support parents of SEND on any query or concern they may have regarding their child's education. The Parents Advice Centre (PAC) is widely respected amongst parents and schools for providing independent advocacy and mediation services for parents within Tower Hamlets. Please see the SENCo for further information.

Parents may also seek advice on resolving disputes formally through the Local Authority. Parents need to contact the Borough's SEN section to enquire further.

Arrangements for training and development of all staff

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The school allocates funding from within its own budget to support a range of training opportunities for all staff members, including how to address and support specific needs, for example autism. Staff attend training organised by the LA and other specialist agencies. Particular support is given to Early Careers Teachers and other new members of staff as part of their induction package.

Arrangements for partnership with parents

Partnership with parents plays a key role in enabling pupils and young people with SEN or disabilities to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with Special Educational Needs will be treated as partners and supported to play an active and valued role in their pupil's education.

The school will provide information regarding individual targets (PSPs) and parents of pupils with SEN are always invited to the termly review meetings, to contribute to the reviewing and setting of new targets. Parents are welcome to contact the Parent's Advice Centre for independent support and advice at any time.

A child's class teacher will work closely with parents at all stages in his/her education and should be the first point of contact in case of any difficulty. If parents have concerns about their child's learning, they should first talk to the class teacher.

Pupil participation

Pupils and young people with Special Educational Needs or Disability may have a unique knowledge of their own needs and circumstances and their own views about what sort of support they would like to help them make the most of their education. Wherever possible they will be encouraged to participate in the decision-making processes including the setting of learning targets and contributing to Individual Education Plans. They will be particularly involved in their person-centred Annual Review. They will also be involved in discussions about choice of schools and the transition processes when they leave us. For some children with severe cognition or communication difficulties this is possible through recording photos, videos, notes in books, choice boards and visual images.

Links with other mainstream schools and special schools

Detailed transition planning for pupils with an EHC plan in Year 5 and Year 6 is essential to allow appropriate options to be considered. The SENCo will liaise with the SENCos of the allocated 6 secondary schools to ensure that effective arrangements are in place to support pupils at the time of transfer. We actively develop positive links with other schools through regular links with our partnership schools. We also host part-time pupils from specialist settings when requested and, as a school group, participate in many of the LA disability events.

Links with other agencies and voluntary organisations.

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

The school receives regular support from the nominated Attendance and Welfare Advisor and Educational Psychologist for the school. In addition, the school seeks guidance and support from specialist advisory services such as the Phoenix Outreach Team, Sensory Impairment Team, Speech and Language Therapy, School Nurse, CAMHs, Physiotherapy and Occupational Therapy.

These agencies are invited to contribute to SEN pupils' Annual Review reports, following any interventions they have undertaken. We have some support from the school nursing team, with the aim of providing medical liaison and reviewing individual pupils' health care plans, including for example, those with significant food allergies or severe medical needs