



Meadowside Primary School

Special Educational Needs and Disabilities
Policy

Reviewed: April 2024

Next review: April 2025

RATIONALE:

Meadowside Primary School endeavours to be an inclusive school recognising and supporting the statutory rights of all pupils to equal opportunities in educational provision and expertise. All children should receive a broad and balanced curriculum relevant to their individual needs and with access to all strands of the 2014 National Curriculum.

The following assumptions are fundamental to the school's policy:

- A recognition of and respect for the uniqueness of everyone and their individual learning needs.
- The right of access for all, to equivalent learning opportunities regardless of race, gender, disability, class, religion, creed, age, stage of development, or personal circumstances. Every single person will be helped to reach or achieve their full potential.
- That children learn more effectively and develop more fully when parents and professionals work in partnership upon a basis of equality. We foster a caring environment where all can share the responsibility for integration.

This policy needs to be read in conjunction with the school's SEND information report and Inclusion @ Meadowside document, which can be found: www.meadowsideschool.co.uk and along with the school DES, Safeguarding and all relevant policies.

Appendices:

My Profile
Graduated Pathway Flowchart
My Plan
Inclusion @ Meadowside
Accessibility statement
Concerns checklist

AIMS AND OBJECTIVES:

The aims of this policy are:

- To support the creation of an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To enable all children to have full access to all elements of the school curriculum.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To make clear the expectations of all partners in the process, including the child.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS IN SCHOOL

The SEN Code of Practice 2014 (Department for Education) defines a child having Special Educational Needs if 'he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age
- has a disability which either prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools.

The Code identifies four broad areas of need:

Communication and interaction:

children with speech, language and communication needs who have difficulty in communicating with others; children with Autistic Spectrum Disorder who are likely to have particular difficulties with social interaction.

Cognition and learning:

children who learn at a slower pace than their peers, even with appropriate differentiation and scaffolded support.

Social, emotional and mental health difficulties:

children who experience social and emotional difficulties which may reflect underlying mental health difficulties or disorders such as attention deficit disorder or attachment disorder.

Sensory and/or physical needs:

children with a disability who require specialist support and/or equipment to access their learning. Other factors may impact on progress and attainment, but these do not themselves constitute SEN: Disability, English as an additional language, being a Looked After Child, attendance and punctuality, health and welfare, being in receipt of Pupil Premium.

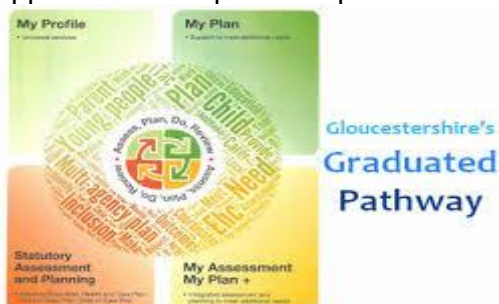
HOW DOES OUR SCHOOL IDENTIFY IF CHILDREN NEED EXTRA SUPPORT?

We know when pupils need support if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous setting
- Screening, such as that completed on entry to our school or as a result of a concern being raised, which indicates a gap in knowledge and/or skills (Lucid test for Dyslexia).
- Whole school tracking of attainment outcomes indicates lack of expected progress. This is discussed at Pupil Progress meetings.
- Ongoing informal and formal classroom assessments e.g. teacher assessment or national tests
- Observation of the pupil indicating that they have additional needs.
- The pupil asks for help.

PROCEDURE

The Meadowside Primary School procedure follows the model set out in the 2015 Special Educational Needs Code of Practice. To facilitate this, a graduated response is required ranging from 'monitoring' to 'SEN Support' and then, if required, to 'EHCP statutory assessment'. We follow the Gloucestershire's Graduated Pathway. The video link (please click) and the flowchart in the appendix with explain this process in more detail:



**Video Introduction
to the Education He**

Whole School Approach to SEN Support

All pupils will be provided with Quality First Teaching that is differentiated to meet the diverse needs of all learners.

- The responsibility for a child's progress and development lies with their class teacher who will provide high quality teaching to promote learning. Their planning will take account of the individual needs of children within their class and oversee the work of any support staff or specialist staff.
- The quality of teaching is reviewed regularly by the Senior Leadership Team (SLT).
- All staff meet with the Headteacher and members of SLT following teacher assessments to discuss all children in their class in pupil progress meetings. Governors are invited too. This allows teachers to discuss progress and highlight children who need more support, to ensure interventions and support for the children and teachers are implemented successfully. This includes consideration of evidence base and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They should agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.
- This is monitored regularly through discussions with the SENCo and SLT, review of the interventions and analysis of the impact on the child. If a child has received numerous interventions and support the school may decide, in collaboration with the parent/carer, to place a pupil on the SEND register at the level of 'SEN Support'. Parents will sign an agreement to put them on the register. Throughout this process we will look at a range of evidence, the child's academic ability and the progress they are making in line with the end of year objectives. We will monitor behaviour and the way children deal with situations. The school will participate in the planning and preparation for the transition of SEND children to different classes, key phases and settings i.e. Secondary transfer or to a specialist setting.
- The SEND governor supports the SENCO, meeting regularly and passing on information to the wider governing body.
- Every child receiving SEN Support has a different profile of needs and we will adopt a personalised approach to ensure that we will meet those needs. Every child at 'SEN support' has their needs identified. Targets and strategies are planned to address these concerns. If a child's needs are more complex, we will use a My Plan to record outcomes, provision, resources and strategies in place. The table below shows how we plan and support children with SEND at Meadowside Primary School.

1st stage	2nd stage	3rd stage
Monitoring	SEN Support	EHC Plan
Teachers identify concerns about a child which cannot be addressed by quality first teaching. Interventions and support are planned and recorded on provision timetables.	Children receive some interventions and support but impact has been limited. They will have a My Plan/My Plan Plus to support their particular difficulty and record strategies, provision, resources and outcomes. Parents are kept informed throughout. All records are used when requesting assessment for an EHCP.	Children with ongoing, significant and/or complex needs may be entitled to receive a much higher level of support through an Education, Health Care Plan (EHCP).

Where a child has more significant SEN, there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle of Assess, Plan, Do, Review, it may be felt that they are not making the expected progress towards the identified outcomes, despite the relevant and purposeful action taken to meet their needs. If this is the case, a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child, parents/carers, and all agencies involved with the child, and may lead to the issuing of an **Education Health and Care Plan (EHCP)** which will bring together health and social care needs, as well as their special educational needs and provision. Children with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by the school and through an annual review, where the outcomes on the EHCP will be considered.

Initial or regular TAC (Team around the Child) or TAF (Team around the Family) meetings will take place to begin or review any plan that is in place at whatever level, and appropriate professionals will be invited to offer any expertise required.

INCLUSION

At Meadowside Primary School we support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Whenever possible, we do not withdraw children from the classroom situation but we may occasionally access a smaller space or calmer environment depending on the provision needed. We are lucky to have an inclusive space known as The Glade which this will take place within. There are also times when, to maximise learning, we ask the children to work in small groups or in one-to-one situations outside the classroom with a TA or other appropriate adult.

MONITORING AND EVALUATING

- The SENCO will monitor the movement of children within the SEN system. The SENCO will also look at the provision timetables produced by class teachers to ensure children are receiving the most appropriate level and type of support required.
- The Meadowside SEND tracker records termly attainment and is completed by Class teachers. It is monitored and evaluated by the SENCO to track progress.
- The class teacher will monitor the progress of individual children towards My Plan targets either daily, weekly, or at least monthly. This will also be formally reviewed at least termly with parents.
- Anyone working with individual children on specific My Plan targets will monitor progress weekly.
- The Head teacher and the SENCO will hold termly meetings to review the work of the school in this area.
- The SENCO and the named governor with responsibility for SEN will also make termly contact.
- The named governor will report termly to the full governing body, on the effectiveness of the SEN policy and any amendments required.

GENERAL GUIDELINES

- At Meadowside Primary School the Special Educational Needs Co-ordinator is Mrs Victoria Whitlock and she is supported by Ms S Thomas, the Headteacher, to whom all issues should be reported. It is essential that the Head teacher is also informed of any concerns at the earliest opportunity.
- It is the responsibility of all staff to convey concerns about individual pupils to the SENCO. Concerns should be voiced as soon as they are noticed, to ensure early intervention and a discussion carried out using Concerns Checklist (see appendix) to clarify these concerns.
- All curriculum policy documents, schemes of work and resources should indicate how SEN needs will be met.

- Partnership and communication between the pupil, the parents and the school will always be a priority.

ROLES AND RESPONSIBILITIES

The designated Governor for Special Educational Needs shall:

- In co-operation with the Headteacher and the governing body, determine:
 - the school's general policy and approach to provision for children with special educational needs
 - appropriate staffing
 - appropriate funding
- Monitor the implementation of the school's Special Educational Needs policy, ensuring the necessary provision is made for any child with SEN.
- Liaise with the SEN Co-ordinator.
- Report on the school's policy for Special Educational Needs.
- Ensure **ALL** children are totally integrated within the school.
- Be informed on legislation relating to Special Educational Needs and attend relevant training sessions.
- Ensure that all SEN pupils are involved in all areas and aspects of learning throughout the curriculum.

THE SEN CO-ORDINATOR (SENCO) is responsible for:

- Developing the SEN policy and its day to day operation.
- Work with class teachers to support writing of My Plans and provide support.
- Regularly monitoring and reviewing the SEN policy, record keeping and other relevant documentation.
- Co-ordinating provision for pupils with Special Educational Needs. Including any 1:1 support.
- Liaising with the Headteacher, external agencies and the SEN governor.
- Liaising with the parents of children with Special Educational Needs.
- Liaising with the LA regarding SEND: annual reviews, EHCPs
- Contributing to INSET on SEN (and other training e.g. staff meetings)
- Maintaining a central resource area for SEN and its appropriate development.
- Representing the school at local SEN cluster group meetings.
- Keeping abreast of current local and national documentation, attending any SEN courses/training sessions and updating staff accordingly.

The HEADTEACHER is responsible for:

- Overseeing the day to day management of the SEN policy.
- Keeping the governing body informed.
- Working closely with the SENCO.
- Allocating funds for staffing and resources.
- Contacting and responding to the LA regarding SEND and any consultations
- Liaising with support services alongside the SENCO.
 - The Headteacher will be involved at all levels through regular meetings with the SENCO.
- Identifying through individual appraisals, where teaching staff and teaching assistants would benefit from undertaking relevant training.

CLASS TEACHERS shall:

- Implement the school's procedures for identifying, assessing and making provision for pupils with SEN and disability through appropriate planning, organisation and differentiation.
- Plan appropriate tasks to ensure that all children can access all areas of the National Curriculum.
- Liaise with the SENCo to compile My Plans and work with TA's and outside agencies to implement targets and strategies.
- Meet regularly with the SENCo, parents/carers and children to review My Plans.

Initial identification of a child with special educational needs lies with the class teacher.

TEACHING ASSISTANTS shall:

- Implement the school's procedures for identifying, assessing and making provision for pupils with SEN.
- Assist class teachers and the SENCO to carry out their programmes for individual children.
- Help with preparation of any relevant teaching materials.

CURRICULUM LEADERS shall:

- Liaise with the Head teacher, staff and the SENCo when preparing policies and schemes of work and when budgeting for resources to ensure that the provision for SEN and disabled pupils is met in all areas of the curriculum.

SUPPORT TEACHERS shall:

- Liaise with relevant members of staff and the SENCO.
- Be involved with reviews, future planning and target setting for those children with EHCPs
- Be aware of SEN school procedures.

SPECIALIST TEACHING ASSISTANTS

Specialist Teaching Assistants may be funded:

- from the matrix and appointed specifically to assist a child with an Education and Health Care Plan.
- from the school's budget to work alongside the SENCO and class teachers to assist children.

SPECIALIST TEACHING ASSISTANTS SHOULD:

- Implement the school's procedures for identifying, assessing and making provision for pupils with SEND.
- Liaise closely with relevant members of staff, the SENCO and any support services.
- Work closely with children on an individual basis and in a group situation, to promote effective learning and the achievement of My Plan targets.
- Liaise with parents of children they are working with.
- Participate in the preparation of My Plans and relevant reports.
- Attend support meetings, including My Plan reviews and Annual reviews when appropriate.
- Establish a supportive relationship with all pupils to promote the acceptance and integration of pupils with Special Educational Needs.

PARENTS:

It is expected that parents will fulfil their roles and responsibilities by:

- Sharing with their child's class teacher or the SENCO any concerns they have about their child's progress.
- Attending meetings regarding their child's progress and by contributing towards and supporting any targets/programmes devised.
- Recognising that children with SEND, progress most effectively when encouraged and praised even for very small improvements.
- Understanding that the more closely they work with the school, the more successful the outcomes are likely to be.

THE CHILD:

Each individual child will be continually encouraged to actively participate in their own learning and development.

OUTSIDE SUPPORT SERVICES:

- Educational Psychology Service
- Inclusion Support Service
- Behavioural Support Service
- Doctor/School Nurse/Local Clinic/Paediatrician/Health visitor
- Social care
- Children and Young Persons Services (CYPS)
- Speech and Language Therapy Department
- Peripatetic Support Staff for Hearing and Visually Impaired Pupils
- Occupational Therapy Department
- Advisory teaching service
- Play therapist
- Counsellor – Silver Clouds
- Early Help
- Yes mentoring
- Trailblazer scheme-Young Minds Matter
- Tic Plus
- The Reading Doctor

CO-ORDINATION OF PROVISION WITH OUTSIDE AGENCIES:

- Implementing Individual Support Plans
- Review meeting with members of staff to inform the Headteacher and the SENCo of all Special Educational Needs children
- Organising in-class support or withdrawal as appropriate
- Disseminating information about pupils to relevant members of staff
- Receiving information from and communicating information to parents
- Organising multi-disciplinary assessment procedures

ADMISSION:

Meadowside Primary School operates a system of open enrolment for all eligible children within the standard admission number advised by the local authority. Meadowside will work alongside the LA and priority will be given to those with SEND (see Admissions Policy)

HEALTH AND SAFETY

Health and safety is of paramount importance when considering pupils with SEND. Individual needs are considered when organising our school environment to ensure that teaching and learning, as well as social activities take place in a safe and secure environment.

SPECIAL FACILITIES:

- The school has a disabled persons toilet and showering facilities
- Wheelchair access

See Accessibility Statement at www.meadowsideschool.co.uk

See Intimate Care, Supporting pupils with medical conditions and Medication Policies.

INFORMATION ON IDENTIFICATION, ASSESSMENT AND PROVISION

ALLOCATION OF RESOURCES:

- Appointment of SEN Co-ordinator
- Attendance by SEN Co-ordinator at cluster meetings and training courses
- Funds to purchase specific resources
- Appointment of support teachers and TAs to meet requirements
- Liaise with staff/Headteacher/SENCO to determine resource and purchases

OUTSIDE AGENCIES USED BY THE SCHOOL:

SEND Early Help advisers	07909937184
Educational Psychological Service	01452 328004
SEND Casework team	01452 427535
Speech Therapy	0300 421 8100
Families First Plus Team	01452 328076
School Nursing Hub	0300 421 8100
Teaching Advisory Service	01452 426955

CONCLUSION

It is recognised that, at any time during their education, a significant proportion of children will experience an additional educational need. For many the need will only be for a short time, for others it may be for all of their educational career. At Meadowside Primary School, it is felt that early support within school for such needs is essential and ensures that children can progress quickly into the situation of routine provision.

APPENDIX

- My Profile
- Graduated Pathway Flowchart
- My Plan

- Inclusion @ Meadowside
- Accessibility statement
- Concerns checklist

MY PROFILE

Name:

Age:



What is important to me

People:	Places:	Things:

My aspirations and goals

Things I like and want to do more...

When I grow up I want to be a...

Sometimes I worry about...

What people like and admire about me

What my family like about me...

What my friends like about me...

What my teachers like about me...

What helps me

e.g. to try new things, to learn, to follow instructions

What doesn't help me

e.g. to try new things, to learn, to follow instructions

Graduated Pathway Flowchart

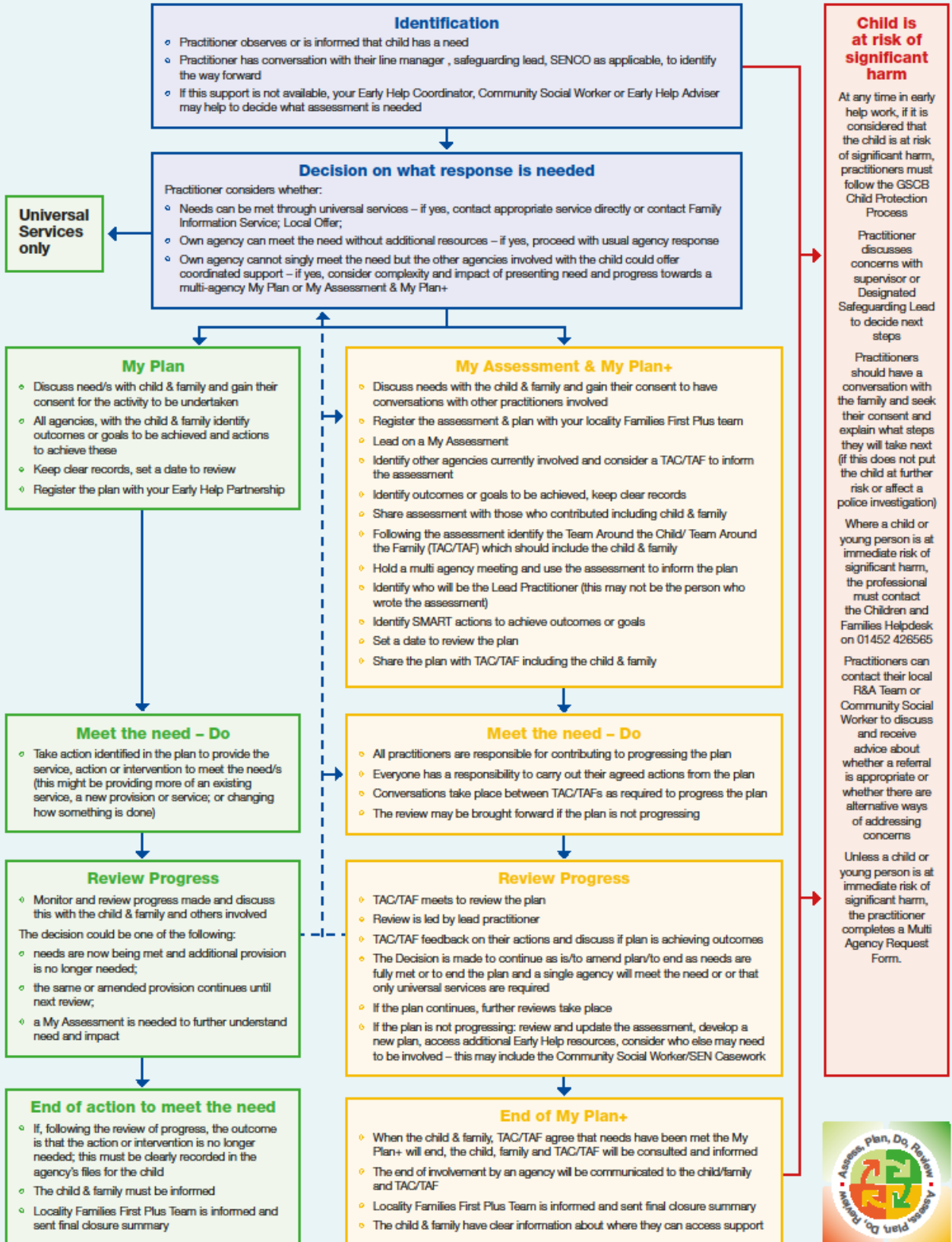
- Early Help and Support for Children, Young People and Families

What to do and How

Graduated Early Help and Support involves: identification; assessment; planning; providing services; and reviewing the plan.

At any time in early help work, if it is considered that a child is at immediate risk of significant harm, the practitioner must contact the Children & Families Help Desk.

Throughout any work with children, young people and their families, where practitioners have concerns or differences in opinion about the decisions or practice of others that they cannot resolve on their own, they can refer to the Gloucestershire Safeguarding Children Board Escalation Policy.





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Inclusion at
Meadowside edited



Initial_Concerns_Checklist_.pdf