

SPECIAL EDUCATION NEEDS POLICY



**Midhurst C of E
Primary School**

LIFE IN ALL ITS FULLNESS

Vision

At Midhurst CE Primary School we believe passionately in living life in all its fullness by developing the spiritual and holistic potential of each child. Our distinctively Christian values of kindness, peace, friendship, respect, creativity and forgiveness underpin the education and care we provide for the whole child, their family and school community.

Aims

Our aim is that every child will reach their full potential by:

- learning to read so that they can read to learn.
- having the skills to write with purpose and fluency.
- becoming problem solvers through logic, reason and numeracy.
- knowing how to learn, what sort of learner they are and how they learn best.
- accessing a wide ranging, creative curriculum that is challenging and inspiring and caters for the needs of all.
- gaining knowledge, skills and understanding appropriate to a fast-changing world, so they can be self-reliant, adaptable and lead fulfilling and meaningful lives.
- being valued as an individual, who can share their concerns and can grow in confidence knowing their place in their class, their school, their local, national and international communities, wanting to help others and make a positive difference.
- being aware and able to make healthy choices physically and mentally. They will choose to keep active and develop positive attitudes to life and wellbeing.
- understanding that they are responsible for their own actions and take responsibility for them.

At Midhurst C of E Primary School, we strive to ensure that the whole school environment is a place that promotes learning, encourages challenge and independence and is as safe as possible. We believe that children should feel secure, happy, and valued as unique individuals so their educational, emotional, spiritual, and physical needs are met. We expect every child to make good progress and develop their wisdom, knowledge, skills and understanding of the world they live in. We encourage enthusiasm and motivation across the school, enabling us all to be creative and imaginative in our work. The biblical teachings of Jesus underpin all we do, our priorities and decisions, collective worship, RE and across the curriculum. Our Christian values are alive and in action around the school. Our distinct Christian foundation supports children to cooperate, share and show respect for everyone, regardless of faith, culture or ethnic background and be responsible for their own behaviour.

APPROVED BY THE GOVERNING BODY DATE	NEXT REVIEW DATE

Signed:

A handwritten signature in black ink, appearing to read 'Mark Jeffery', written over a light blue horizontal line.

HEADTEACHER

Midhurst CofE Primary School is committed to Safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Our intention is that children will be safe, secure and happy, and enjoy their time as pupils at this school.

Special Education Needs Policy

1. Midhurst CofE Primary School's Special Educational Provision

Our primary purpose is to integrate pupils with Special Educational Needs or Disabilities (SEND) into the academic and social life of the school. We ensure that we encourage and inspire all pupils to enable them to reach their full potential in life. It is important to us that we ensure all learners, including those with SEND, have access to a wide range of enhanced experiences in our curriculum which are challenging and inspiring.

Our aim is that Midhurst C of E Primary School should be a place where:

- Children feel part of a whole school family ethos
- Children feel valued as individuals and as members of social or cultural groups
- Parents contribute to their children's educational development
- Children are catered for according to their differing needs by personalising learning and making reasonable adjustments to support progress
- Children will acknowledge the feelings of others and respect their values and thoughtfully consider their own attitudes, values, and beliefs
- Teachers will ensure the delivery of a broad and balanced curriculum with an emphasis on Quality First teaching and the expectation that all pupils secure progress and attainment

2. Legislation and guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy should be read in conjunction with the schools' other policies in particular the:

- Accessibility Plan
- Single Equality Plan
- Management of Medicines
- First Aid
- School Improvement Plan

3. Roles and Responsibilities

3.1 The SENCO

The SENCO is Louise Chance (lchance@midhurstprimary.co.uk)

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

3.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

3.3 The headteacher

The headteacher is Mark Jefferson mjefferson@midhurstprimary.co.uk

They will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

3.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

4. The Identification, Assessment and Provision for all Pupils with SEND

4.1 SEND Definition

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4.2 Early Identification

We acknowledge the importance of the early identification of pupils with Special Educational Needs or Disability (SEND). Identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Most children and young people with special educational needs and disability (SEND) have needs that can be met by through quality first teaching and reasonable adjustments using the resources that are already or 'ordinarily' available in their mainstream school. In the SEND Code of Practice this is referred to as 'Ordinarily Available Provision'.

For higher levels of need, we can draw on more specialised assessments from external agencies and professionals. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by making some adaptations or whether something different or additional is needed. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Assessment data is provided by the class teacher at ½ termly intervals in the form of a summarised overview. This gives the school regular opportunities to identify children who are under-achieving against expected levels of attainment and/or children making less than expected progress. During a

termly SEN review, each child is discussed by the class teacher and SENDCo. Any child who is failing to make progress in line with their peers is identified.

The following are all considered when identifying Special Educational Needs:

- Teacher assessment and experience of the pupil
- Foundation Stage Profile assessment results
- KS1 and KS2 attainment results
- Progress through assessment
- Standardised reading and spelling age testing
- Assessments by specialist services such as the Learning Inclusion team or Education Psychologist
- Classroom and playtime observations
- Behaviour logs
- The views and experience of parents

As soon as a child is identified, reasonable adjustments are made to ensure barriers to learning are overcome and provisions are put in place; this process becomes increasingly personalised depending on a child's need.

4.3 Support available to pupils identified with SEND:

- Adaptations within quality first teaching to ensure that pupils can be fully included where possible
- The use of additional adults/resources to support pupils in accessing quality first teaching
- The use of other adults to run specific intervention programmes to meet the needs of the pupils
- The setting of individualised targets that relate to the specific needs of the pupil
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4.4 Adapted Curriculum Provision

In order to make progress, a child may require adaptation of the day to day plans for the whole class and/or resources adjusted to support independent learning. The differentiation may involve modifying learning objectives, teaching styles and access strategies or equipment.

In these situations, a child's needs will be provided for within whole class planning. Adaptations will be recorded in the daily planning by the teacher and reasonable adjustments noted. Monitoring of progress will be carried out by the class teacher and used to inform future strategies within whole class planning.

4.5 Intervention Programmes

Where pupils' needs are similar, it may be appropriate to support these children within a group. Provision will run concurrently with differentiated curriculum support. The group may be taught by a class teacher or support staff. The responsibility for planning these interventions remains with a class teacher in consultation with the SENDCo if further advice is needed. Regular communication between the class teacher and support staff is key to ensure that the intervention is supporting good progress and improved outcomes.

4.6 Setting Targets

If after consultation with pupils, parents/carers and the SENDCo it is found that a child will benefit from small individual targets, the teacher will write an Individual Learning Plan (ILP). This may also involve consultation and advice from external agencies.

The ILP will set targets for the pupil to achieve within the term and will be shared with the child and the parent/carer three times a year. The ILP is treated as a working document and progress will be monitored and discussed regularly with the teacher, support staff or the adults working with the child. From regular discussions, resources can be adapted to ensure that the intervention/strategies are effective.

ILPs are reviewed formally three times a year in October, February and June. On each occasion, the class teacher meets with the SENCO and targets are discussed and updated. If the child continues to have significant needs which are not being met, a decision may be made to seek advice from other professionals and/or external agencies.

4.7 External Agencies

The SENDCo has access to outside agencies as part of West Sussex's local offer. These outside agencies include:

- Early Help
- Family Support Worker
- Learning Behaviour Advisory Team (LBAT)
- Autism and Social Communication Team (ASCT)
- School Nurse
- Speech and Language Therapy
- Occupational Therapy
- Education Psychologist
- Play Therapist
- Charities – MIND/ASPENS
- Parent Carer Forum
- Advisory Teacher of the visually impaired

5. Supporting Pupils with medical conditions

Where children with SEND also have medical needs, their provision is planned and delivered accordingly. Each child with a medical condition has a care plan to ensure they are supported correctly. Please see our First Aid Policy and Management of Medicines Policy.

6. Education, Health and Care Plan (EHCP)

For a pupil who is not making adequate progress, despite a period of specialist interventions and individualised SEND support, the school may apply to the Local Authority for an Educational Health Care (EHC) needs assessment. If an EHC needs assessment is granted, the Local Authority carry out the assessment by gaining information from the child, parents and all professionals in order to plan longer term outcomes and provision for the child.

Once a child has an Education Health Care Plan (EHCP), annual review meetings are held to review the appropriateness of the provision and to recommend to the Local Authority any changes that need to be made either to the EHCP or the funding arrangements for the child.

7. Arrangements for SEND and Inclusion In-Service Training

The SENDCo, Louise Chance, holds the National Award for Special Education Needs Coordination (NASENCO). Louise Chance attends SENCO Leadership forums run three times a year by the local authority. Louise Chance also leads the Rother Valley locality SENDCo group keeping up to date with the latest developments in Special Education and Inclusion. She is also working towards a Masters in Inclusive Educational Leadership.

Inclusion issues are targeted each year through the School Improvement Plan and the SEND Action Plan. In-Service training and individual professional development for all staff is arranged to match these targets.

All staff have access to professional development opportunities. This consists of training which is normally provided through expert outside agencies and/or the Local Authority. All staff are positively encouraged to extend their own professional development and training opportunities are advertised in the staffroom, as they become available, for all staff to attend.

8. Arrangements for working in partnership with parents/carers

Parents/carers play a vital and important role in the SEND process. Teachers at Midhurst C of E Primary School are keen to work collaboratively with all parents to ensure that every child in their class enjoys and reaches their full potential as well-rounded individuals. Where it is determined that a pupil does have SEND, parents will be formally advised of this decision and the child will be added to the SEND register under the category of SEN support.

The aim of formally identifying a pupil with SEND, is to help the school ensure that effective provision is put in place to remove barriers to learning. The type of support a pupil needs, will be recorded on an Individual Learning Plan (ILP) and shared with parents termly. Parents are offered a meeting with the SENDCo (Louise Chance) termly to discuss targets and progress.

If you have any concerns regarding your child's needs, first speak to your class teacher.

9. Working in Partnership with Midhurst Rother College and other schools: transition

In Year 6 children have the opportunity to visit Rother College termly. They also take part in a transition day in July. Regular additional visit days and activities are also arranged for SEND, vulnerable and pupil premium children. As a school we also attend other joint activities throughout the year for a variety of children. These include activities based around Sport, IT, Maths, Literacy and many other subjects. The SENDCo, Year 6 teacher and Rother College SENDCo also have an annual meeting to discuss transition of all the Year 6 children on the SEND register and any other pupils who may have cause for concern. This communication often continues throughout the pupil's time at Rother College through regular phone/e-mail communication between both SENDCos.

10. Contact Details

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