

## **Special Educational Needs (SEND) Policy**

### **Compliance**

This policy complies with the statutory requirement laid out in the Code of Practice 0-25 (July 2014) 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 (July 2014)
- Schools SEN Information Report regulations (2014)
- Statutory Guidance on Supporting Pupils at school with medical conditions April 2014.
- The National Curriculum in England KS1 and 2. (2013)
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards 2012

This policy was written by the SENCO in collaboration with the SEN Governor, SLT and the wider school community.

The interim SENCO is Mrs Cath Bainbridge, and the SEN Governor is Mrs C Mowbray.

Mrs Bainbridge is also the Head of School at Maple Tree Lower School, as such she is a member of the Senior Leadership Team (SLT) at the school. You can contact Mrs Bainbridge through the school office, by telephoning 01767 699806, by emailing the school at [mapletree@cbc.beds.sch.uk](mailto:mapletree@cbc.beds.sch.uk) or by approaching her face to face.

Mrs Bainbridge is supported in her role by Mrs Kim McCamley (Executive Head), Mrs Chris Pond (SEND support), Mrs Angela Desborough (SEND support) and Mrs Jackie Rook (SENCO at Sandye Place Academy).

### **Rationale**

At Maple Tree Lower School all children, regardless of their individual needs, are offered an inclusive education, which enables them to make the best possible progress and to achieve his/her full potential in school becoming valued members of the wider school community.

### **Objectives**

1. To identify and provide for pupils who have Special Educational Needs and other Additional Needs through a graduated response.
2. To adhere to the guidance in the Special Educational Needs and Disability (SEND) Code of Practice 2014.

3. To ensure a whole school approach to the management and provision of support for Special Educational Needs so that each child's needs are identified and met.
4. To provide a suitably qualified and experienced SENCO who will lead and facilitate SEND provision within the school.
5. To provide support and advice for all staff working with pupils with SEND.
6. To develop, lead and maintain partnerships and high levels of engagement with parents, pupils and all stakeholders in relation to SEND.
7. To ensure access to a broad and balanced curriculum for all pupils regardless of SEND.

### **Identifying Special Educational Needs**

A pupil is considered to have Special Educational Needs if they have either a learning difficulty or a disability and they need special educational provision to be made for them. Special educational provision is defined as any education provision which is additional to, or different from, that generally made for others of the same age in mainstream school.

At Maple Tree Lower School we believe that class teachers are teachers of all children. It is their responsibility to meet the needs of all pupils within their care. They do this by employing high quality teaching strategies which acknowledge the individual needs of each pupil in their class. When a pupil does not make adequate progress this is identified, and provision is put in place within the classroom setting to try to address this. The Code of Practice suggests that pupils are only identified as having a Special Educational Need if they continue to fail to make adequate progress once they have had all the appropriate Wave 1 interventions/adjustments and quality personalised teaching.

At Maple Tree Lower School, if this is the case, the pupil is then identified as having a Special Educational Need.

### **The Code of Practice (2014) identifies four broad categories of Special Educational Needs. These are:**

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and Physical Needs

At Maple Tree Lower School we recognise that these 4 categories broadly identify aspects of the primary need for a pupil with SEN, however we also acknowledge that every pupil is unique, and understand the importance of examining the needs of the "whole child". We recognise the need to gather information about the pupil from everyone involved in the pupil's education, and acknowledge the importance of information about the pupil from other partners in their education, particularly their parents /carers. We work in close partnership with all involved to ensure the best possible provision for the pupil.

When examining progress and attainment, and considering identifying a Special Educational Need it is important to be aware of what does NOT constitute SEN:

1. Disability – The Code of Practice outlines the duty of “reasonable adjustment” as provided under the current Disability Equality legislation, but this alone does not constitute SEN.
2. Attendance and punctuality
3. Health and welfare
4. English as an additional language
5. Being in receipt of Pupil Premium funding
6. Being a Looked After Child.
7. Being a child of a servicewoman / man.

### **A graduated approach to Special Educational Needs support**

The graduated approach is at the heart of whole school practice at Maple Tree Lower School, as we are continually assessing, planning, implementing and reviewing our approach to teaching all children. However, where a potential SEN has been identified, this process becomes increasingly personalised as it responds to a growing understanding of the child’s barriers to, and gaps in, learning and an increasingly individualised assessment of need.

### **Quality First Teaching**

Class teachers are responsible and accountable for the progress and development of all the pupils within their class. (Teachers Standards 2012). At Maple Tree Lower School, teachers are supported in this by regular Progress Meetings which discuss the attainment and progress of all learners at the school.

Maple Tree places a high emphasis on developing good Quality First Teaching (including emphasis on the importance of marking and feedback, self assessment by the pupils, the development growth mindset skills and the use of assessment information to shape planning and delivery) and acknowledges the impact this can have on attainment and progress. We recognise that additional intervention and support cannot compensate for a lack of good quality class teaching. We ensure, through rigorous Performance Management procedures that any underperformance in teaching is addressed and the impact on pupils minimised and regular Continuing Professional Development (CPD) is provided to enhance staff skills and understanding of SEN.

Where a pupil is identified as underachieving the first response is made by the class teacher who plans appropriate differentiation, interventions and individualised target setting for the identified pupil. The class teacher will complete an initial concerns checklist which will collate a clear analysis of the pupil’s needs. The Code of Practice suggests using a range of sources of information including:

1. teacher’s assessment and experience of the pupil
2. pupil progress, attainment and behaviour
3. the individual’s development in comparison with their peers
4. the views and experience of parents
5. the pupil’s own views
6. advice from external support services if already involved.
7. standardised testing, criterion referenced assessments, screening assessments

If following a period of additional intervention and targeted support, which has been effectively monitored, the pupil is still underachieving, the class teacher, in discussion with the SENCO, will place the child on the school SEN list at School Support. This discussion will consider all the information gathered about the pupil, and will compare their attainment and progress against national data and expectations. The discussion will also include examining the Central Bedfordshire graduated response advice.

## **School Support**

At Maple Tree Lower School we continue to use a cyclical approach to planning support and delivering improved outcomes for children with SEN. This allows the school to continually reflect on the approaches we use to meet a child's needs.

This approach can be seen as follows:

Assess – Plan – Do - Review

Assess – the child's needs

Plan –what you need to do, the provision needed and what outcome should be achieved.

Do – put the provision in place

Review – what difference is it making towards outcomes?

### **Assess**

A clear understanding of a child's needs is a critical precondition to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to good progress and improved outcomes. A clear analysis of the needs of the pupil will have been established during the completion of the Initial Concerns checklist, however, when a child is placed on School Support at Maple Tree Lower, it may be necessary to further analyse the precise gaps in a pupil's learning and development in order to further clarify what the barriers to learning may be. This may be achieved by the use of standardised testing, criterion referenced testing or SEN specific checklists among other tools.

The pupil's needs will also be compared to the graduated response document issued by Central Bedfordshire which gives guidance about identifying SEN.

Maple Tree Lower School aims to work in an integrated manner to meet the needs of the "whole child", and therefore it may be appropriate to request additional support for a pupil through the Early Help Assessment process, or Team around the Child (TAC) at this stage.

### **Plan**

Class teachers will retain the prime responsibility for responding to a pupil's identified need. The Code of Practice clearly says that "all teachers and support staff should be made aware of a child's needs, the support provided and any teaching strategies or approaches that are required."

At Maple Tree this is achieved through the use of Individual Education Plans which identify

- the needs of the pupil, the targets for progress
- how these targets will be implemented
- the frequency of support received by the pupil

- clear criteria for success within an agreed time frame.

Interventions are planned in a cohesive manner and are linked to discussions held at Progress Meetings and IEP meetings. Interventions are planned robustly to ensure progress for pupils. All interventions are planned in collaboration with the class teacher, teaching assistant and SENCO.

The level of support provided will be flexible and will depend on the immediate needs of the individual pupil. Pupils with a higher level of need at School Support will typically receive up to 15 hours of small group / 1:1 support both within and outside the classroom.

### **Do**

Class teachers at Maple Tree Lower School work closely with teaching assistants and specialist staff who are delivering interventions and targeted provisions to plan and assess the impact of these interventions.

All staff, where possible, attend Progress Meetings and IEP meetings to ensure effective sharing of information, and teaching assistants delivering interventions also provide regular written updates about the impact of the provision for each child.

Any child receiving additional support is also identified on the Class Provision Map.

Provisions and programmes for support used at Maple Tree are identified in provision maps which identify a graduated response with regard to provision in order to meet needs.

### **Review**

All staff continually review the progress of all pupils on a daily, albeit informal, basis in every lesson through marking and feedback opportunities as well as regular discussions with support staff. Staff will make necessary adaptations to teaching and learning approaches and provision as appropriate

At Maple Tree Lower School there are also more formal, rigorous ways of tracking progress. These include half termly progress meetings, termly Progress weeks, termly IEP meetings. These meetings will consider whether pupils with SEN are on track to reach their targets, whether there is an increase in previous rates of progress and whether there is a narrowing gap (attainment and progress) between pupils with SEN and those without.

The IEP will be reviewed on a termly basis and all stakeholders will be included in the discussions about the individual pupil's next steps in learning.

These meetings will address the following key considerations:

1. has the pupil achieved the agreed targets?
2. what is the evidence from regular day to day tracking?
3. has there been a generalisation of skills transferring back into class work?
4. how have pupils and parents responded to targeted provisions?
5. what are the views of all stakeholders?
6. how does this term's evaluation feedback into the analysis of pupil's needs.
7. what are the necessary changes to support, provision and targets needed for next term?

It is important at this stage to assess whether a pupil needs to remain at School Support, whether they require more or less interventions to overcome barriers to learning, or whether the school has, despite its best endeavours been unable to effectively address the SEN of an individual pupil. If this is the case the school will consider (with reference to the Central Bedfordshire graduated response document, and the Local Offer) whether it needs to request advice from outside agencies. If this is considered in the best interests of the child, the SENCO will facilitate a referral to the appropriate agency after collaborating with parents, pupils and staff. The SENCO may also consider whether she needs, in collaboration with parents to apply for Statutory Assessment in order to access funding from the Local Authority Higher Needs Block.

### **Statutory Assessment**

If, despite the best efforts of all involved, a pupil has needs which are not being met by the provision Maple Tree Lower has in place it may be necessary to consider applying to the Local Authority for a Statutory Assessment of this pupils' needs.

The Local Authority must respond within 6 weeks to the request for statutory assessment with a decision whether to carry out the assessment or not.

If the local authority decides to carry out a statutory assessment they must complete this process within 16 weeks and inform parents as to whether they will be issuing a draft Education, Health and Care plan (EHC plan) or not.

Once the draft EHC plan is issued parents and young people will have 15 days to respond and request a school placement. The school in question is then consulted. The EHC plan has to be finalised within 20 weeks of the initial request for statutory assessment.

### **Education, Health and Care Plan / Statement of Special Educational Need.**

Once an EHC plan is finalised the local authority must ensure that the specified special educational provision is secured. Maple Tree Lower School will use all resources available to meet the needs of these individual children to the best of its ability.

The Children and Families' Act 2014 requires local authorities to review an EHC plan within 12 months of it being issued and then every subsequent 12 months. This responsibility is usually delegated to the school. All Annual reviews will be chaired by the SENCO and all involved parties will be invited to attend.

Families may choose to request a personal budget to support them in securing the provision identified in the EHC plan. If this option is chosen the SENCO will support the family in accessing the services they require.

### **Supporting pupils and families**

All services available in the local area are identified by the local authority in the Local Offer. This can be found on the SEND tab on the school website.

The provision for SEN at Maple Tree Lower School is identified in our SEN Information report which can be found on the school website.

The school will support parents in accessing support for their child from external agencies, and will refer children and families to services as appropriate. This referral may take place through the Early Help Assessment process or through direct referrals to services facilitated by the SENCO. The SENCO will also signpost the child/families to relevant agencies who may be able to provide additional support for the child/family.

Admission arrangements for Maple Tree Lower can be found in the Admissions Policy, but no child will be discriminated against as a result of their SEN.

Where necessary, specialist access arrangements will be put in place to ensure equality of access to assessment and national testing. This will be facilitated by the SENCO.

Where a child with SEN is due to transition to our school, or from our school to another setting, the SENCO will ensure smooth transition of information. The SENCO will arrange a transition meeting and additional transition visits / arrangements as necessary to meet the child's SEN.

### **Supporting pupils at school with medical conditions**

The school will use its best endeavours to meet the needs of every child. This includes those children with medical conditions. Please see the Policy for Managing the Medical Conditions of Pupils. Some pupils who have a medical condition may be disabled, and where this is the case Maple Tree Lower School will comply with the duties placed on it by the Equality Act 2010. Mrs C Bainbridge leads staff in the school's responsibility for meeting the medical needs of pupils.

The school is required by legislation to have an Accessibility Plan in order to promote access for disabled pupils to the school curriculum. This includes access to teaching and learning and also to the wider curriculum of the school, such as participation at after school clubs. (Please refer to our Accessibility Plan).

### **Monitoring and evaluation of SEND**

The delivery of SEND provision will be monitored regularly following the school system of monitoring and evaluation. This evaluation promotes an active process of continual review and improvement in provision for all pupils. In addition to this the SEN Governor will visit the school on a termly basis to monitor and challenge the delivery of SEN provision. The SEN Governor will report back to the Full Governing Body on a termly basis. She will also write an Annual Report to parents on the delivery of SEN.

### **Training and resources**

At Maple Tree Lower School we recognise the importance of high quality ongoing professional development for all staff to ensure the quality of teaching and provision for pupils with SEN remain high. We identify training needs for SEN through the process of

Performance Management and also staff audit of training needs and then respond to these needs at both a whole staff and individual level.

Any member of staff who joins Maple Tree has a thorough induction which includes meeting the SENCO who explains the systems in place within school to support children with SEN.

The SENCO and other members of the SEND team maintains professional networks with colleagues from other schools and attends Professional Study Group sessions within the Local Authority to keep informed about local updates.

### **Dealing with complaints**

At Maple Tree Lower School we pride ourselves on the positive relationships we have with parents, but there may be occasions when a formal route for complaints will need to be instigated. All complaints will be managed in line with the school Complaints Policy.

**RATIFIED: 09.11.17**

**REVIEW: Autumn Term 2018**