



**MARTON-CUM-GRAFTON**  
CE VA PRIMARY SCHOOL

**Policy for special educational needs and disabilities (SEND)**  
**This policy is in line with the Special Educational Needs and Disability**  
**Code of Practice (January 2015)**

Abbreviations used:

IES	Inclusive Education Service
CoP	Code of Practice
EP	Educational Psychologist
EMS	Enhanced Mainstream School
ESWS	Educational Social Work Service
SEND	Special Educational Needs and/or Disabilities
SENCo	Special Educational Needs Coordinator
TA	Teaching Assistant
PSA	Parent Support Advisor
CAN-Do	Comprehensive Assessment of Need
EH&CP	Education Health and Care Plan
FOW	Family Outreach Worker
IPM	Individual Provision Map
ILPP	Individual Learning and Provision Plan

### **Aims**

All children and young people are entitled to an appropriate education that is appropriate to their needs, promotes high standards and the fulfilment of potential. This education enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training (6.1 CoP)

We aim to enable all children to be included in the learning and caring that is the essence of Marton cum Grafton CE Primary School.

Children feel happy and secure in the knowledge that they are supported in working towards achieving their potential, by their parents, teachers and teaching assistants. For all children, we provide

a broad, balanced and relevant curriculum and we work to overcome the barriers to learning, so that all children are able to make good progress. We recognise that progress encompasses aspects of academic attainment, personal and social development and independence and that all progress should be celebrated.

### **Objectives of the Policy**

All staff are required to adhere to the policy on how it can meet the needs of pupils with a wide range of SEND. All staff will share responsibility for all pupils in the context of whole school provision and the SEN Code of Practice 2015.

### **Philosophy**

The school community believes that:

- All pupils are equally valued and the school has high aspirations for all
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement
- Early and accurate identification is essential
- There will be a flexible continuum of provision for pupils with SEND
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs
- Staff will be given appropriate training to allow them to meet a wide range of needs
- Parents will be fully involved as partners in their child's education
- Pupils will be encouraged to give their views on what learning is like for them
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy.
- All stakeholders of the school will anticipate and plan for the entry of any new pupil, ensuring that the learning environment and other facilities are as accessible as possible

### **Equality and Diversity**

All pupils are equally valued. The school intends that:

- All pupils are included as fully as possible into the educational and social life of the school.
- A range of support strategies of employed. Support is targeted at developing confidence and independence whilst enabling children

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to achieve their very best and fulfil their potential. (See Provision maps)

- School tries to remove all barriers to attendance and punctuality (Attendance and Behaviour Policy)
- Inclusion strategies extend beyond SEND to include looked after children, service children, gifted and talented, refugee children, victims of bullying, travellers and young carers.

## **Principles**

A pupil has Special Educational Needs (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. (CoP 6.15)

As a school, we use our best endeavours to make sure that a child with SEN gets the support they need. We are committed to doing everything we can to meet the needs of children with SEN. We ensure that children with SEN engage in the activities of the school alongside pupils who do not have SEN. At Marton cum Grafton CE Primary School, all pupils have access to a broad and balanced curriculum. Teachers set high expectations for every pupil and use appropriate assessment to set targets which are deliberately ambitious. Teachers identify and address potential areas of difficulty at the outset and ensure that lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. Through high quality first teaching and careful planning, we strive to enable all pupils with SEN and disabilities to study the full national curriculum. As a school, we recognise the benefits of early identification of SEN. We ensure that the identification of SEN is built into our overall approach to monitoring the progress and development of all pupils. We believe that identifying need at the earliest point and implementing effective provision improves the long-term outcomes for the child.

A learning difficulty means that the child either:

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

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school. (xiii, xiv CoP)

Evidence suggests that approximately 75% of disabled children also have a special educational need and these pupils are also protected by the Equalities Act 2010. Mainstream educational settings must use their best endeavours to secure the special educational provision called for by the child's or young person's needs.

## **Procedures**

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. (6.44 CoP)

At Marton cum Grafton CE Primary, we have a clear approach to identifying and responding to SEN and we recognise the benefit of early identification. SEN support follows a four-part cycle: Assess, Plan, Do, Review. This is known as the graduated approach.

Universal Provision:

High quality first teaching which challenges and supports all learners.

Step 1: Recognition

Any pupil identified as making less than expected progress given their age and individual circumstances.

Progress concerns may also be in areas other than attainment such as social needs. The first response is high quality teaching targeted at their area of weakness.

Step 2: Assessment, Identification and Intervention

If progress continues to be less than expected, the class teacher with support from the SENCo will put additional support in place in the form of catch-up interventions to secure better progress. At this stage, the view of the pupil and the views and experiences of the parents will be gathered informally.

The class teacher, working with the SENCo will carry out a clear analysis of the pupil's needs including their progress and attainment, their history of need and the provision already being offered. It is at this stage the 'At a Glance' Pupil Profile will be completed and an Individual Provision Map (IPM) or Individual Learning and Provision Plan (ILPP) will be written. At this stage, pupils are placed on the In School Intervention list. Pupils are not placed on the SEN register.

Step 3: Measure, Review, Adjust The pupil's IPM/ILPP targets will be reviewed regularly by the class teacher to ensure that the support and intervention in place are matched to need and are having an impact on progress. The class teacher, with the support of the SENCo, will revise the support and intervention being offered in light of the pupil's

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progress and development. The parent and the pupil will be involved in reviewing the pupil's IPM/ILPP targets and will be consulted on any changes to the support and intervention offered. The class teacher is responsible for setting IPM/ILPP targets and ensuring these are reviewed regularly and the IPM/ILPP is updated accordingly.

#### Step 4: Request for Involvement

Where a pupil continues to make less than expected progress, despite the support and interventions implemented, the school will consider making a referral to the inclusive education service for specialist support.

The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what is discussed or agreed is recorded and shared with parents and teaching staff supporting the child. It is at this stage that the pupil will be placed on the SEN register.

#### CAN-Do Assessment Tool

The Comprehensive Assessment of Needs (CAN-Do) tool is used as a comprehensive and holistic assessment of a child's functioning and characteristics. The CAN-Do tool is used to identify the strengths and needs of a pupil where it has been identified that they have needs in more than one of the four areas:

- Cognition and Learning
- Communication and Interaction
- Sensory, Physical and Medical Needs
- Social, Emotional and Mental Health Difficulties

The CAN-Do can be used to inform the development of the Individual Provision Map (IPM) for Year 1-6 pupils and the Individual Learning and Provision Plan (ILPP) for Early Years Foundation Stage children.

The CAN-Do is primarily used as part of the EH&C process, when additional support and resources (Element 3), are needed from the local authority. It helps clarify EH&C targets to improve achievement and outcomes for a child.

When using the CAN-Do tool, the views of the parents are gathered. Education Health & Care Plans (EH&C plans) Where despite the school having taken relevant and purposeful action and steps to identify, assess and meet the SEN of the child, the child has not made progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

If school considers a request for an Education Health and Care Plan is required, then the CAN-Do profile will be submitted to provide

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evidence to support the request. Involving Parents and Pupils The Code of Practice 2015 focuses on outcomes rather than objectives. The views of parents and pupils are respected and valued and are vital when considering whether a child has SEN. Where a pupil is receiving SEN support, the class teacher will meet regularly with parents and the pupil. During these meetings, IPM/ILPP targets will be reviewed and set, interventions and support that will help the pupil achieve their targets will be discussed and the responsibilities of the parent, the pupil and the school will be identified and agreed. These meetings will also provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the pupil.

Adequate time is allocated for these meetings to ensure the views of parents and the views of the pupils can be discussed and explored. The class teacher will meet parents at least three times each year. A record of the outcomes, action and support agreed through the discussion will be kept and shared with all the appropriate school staff.

This IPM/ILPP will be updated and will be given to the pupil's parents and will be placed in the pupil's file.

### **Roles and Responsibilities**

The Headteacher has the overall responsibility for the provision and progress of learners with SEND.

Responsibility for coordination of Inclusion and SEN provision is as follows:

- In the light of the school philosophy and current legislation, all staff will adhere to school policy on how it can meet the needs of pupils with a wide range of special educational needs (SEN)
- Teachers, with the support of the SENCo/outside agencies will share responsibility for all pupils in the context of whole school provision and Every Child Matters (ECM).
- The leadership of the school will anticipate and plan for the entry of any new pupil, ensuring that the learning environment and other facilities are as accessible as possible (see accessibility plan).
- The Governors have the statutory corporate responsibility of ensuring that necessary provision is made for pupils with SEN therefore they should have full access to the information which will allow them to monitor and evaluate the effectiveness of the SEN policy.
- The governing body must publish information on the school's website about the implementation of the governing body's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the

year should be updated as soon as possible. (School SEN Information Report)

The school intends that:

- The SEN policy will be available and regularly reviewed.
- The school's provision maps will reflect the current profile of the school's population.
- All school's policies will be anticipatory in nature so that the school is ready to admit pupils with a range of needs.
- Governors will be welcome and be encouraged to take part in the life of the school.

Governors will be supported in their monitoring role.

The staff will achieve this in the following ways:

- Review the SEN policy on a rolling programme.
- Use of audit tools like the Dyslexia Quality mark and the Inclusion Quality Mark.
- Include governors in the initiatives above.
- Keep up to date with training and new initiatives and research on SEN.
- Keep paperwork up to date and readily available in school.

This will be monitored using these indicators:

- Governor minutes of meetings and feedback from monitoring visits
- Complaints re: SEN
- Numbers of pupils on the SEN register
- Termly SEN updates to the headteacher and governors

Class Teachers have responsibility for the provision and progress of learners with SEND in their class.

Class Teachers are required to:

- Provide high quality first teaching to all pupils
- Set high expectations for every pupil, whatever their prior attainment
- Use appropriate assessment to set targets which are deliberately ambitious
- Plan lessons to address potential areas of difficulty and to remove barriers to pupil achievement.
- Make regular assessments of progress for all pupils and identify pupils making less than expected progress given their age and individual circumstances.
- Write, review and update Individual Provision Maps (IPMs) or Individual Learning and Provision Plans (ILPPs) for pupils and ensure the targets are SMART.

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- Communicate effectively with teaching assistants, the SENCo, parents and pupils to ensure day-to-day provision to meet IPM targets and to ensure good progress.
- Consult with parents and pupils to gather their views.
- Be responsible for overseeing the interventions involving groups or one-to-one teaching which takes place away from the main class.
- Work closely with teaching assistants and specialists to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Work with the SENCo to review the effectiveness of support and interventions and their impact on the pupil's progress.
- Work with the SENCo to revise the support and interventions in place.
- Ensure the Class SEN folders and individual pupil files are kept up to date including intervention records and records of visits from specialists.

The SENCO is required to:

- Coordinate provision for children with SEN, including those who have EH&C plans.
  - Provide professional guidance to colleagues
  - Work closely with staff, parents and other agencies
  - Oversee the day-to-day operation of the school's SEN policy
  - 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
  - Liaise with parents of pupils with SEN
  - Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
  - Be a key point of contact with external agencies, especially the local authority and its support services
  - Liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
  - Work 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
  - Ensure that the school keeps the records of all pupils with SEN up to date
- Provision for SEN Whole school approaches:

All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure quality first teaching for all



Regular communication takes place between class teachers, TAs, SENCo, parents and pupils to ensure good progress

All staff have appropriate access to up to date information about pupils with additional needs

- The SENCo will offer advice to all staff on differentiation and strategies for meeting the needs of pupils and preparing differentiated materials
- The SENCo will work with the class teachers to request access arrangements for tests
- Pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities
- All pupils have individualised targets .
- The training budget for staff is transparent.
- Provision for pupils with SEND is reflected throughout school self-evaluation.
- The complaints procedure is transparent and easily available to parents.
- School uses the local authority's local offer to inform the school offer. This is published on the school website as part of the governors' SEN information report. Individualised approaches:
- Additional interventions will be implemented as necessary and these interventions will be monitored and reviewed. Their impact on progress will be evaluated.
- Additional support and guidance will be sought appropriately from outside agencies and specialists.
- Some pupils will have individualised provision maps (IPMs), behaviour plans, risk assessments or education health and care plans, some pupils may be allocated a key worker
- Person-centred annual and mid-year reviews will be held with families, considering acceptable meeting times. The parents and pupil will be respectfully listened to and their views will inform personalised learning pathways.
- CAN-Do profiles will be reviewed and updated annually.
- TAs will be trained so that they can encourage and support pupils, regardless of communication needs, to make their views known.
- Transition arrangements will be personalised to support additional need.
- The SENCo will be appropriately qualified and have the skills required to meet statutory duties.
- Designated finances will be used appropriately to meet needs without reducing independence.
- Staff training will reflect the needs of the current school community
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired

- The school will follow the latest statutory guidance, currently the CoP (January 2015)

## **Monitoring and Evaluating Performance**

Monitoring and evaluating the progress of pupils with SEN is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place.

This includes:

- Monitoring and evaluating of interventions, including their value for money
- Forensic analysis of data examining the progress of different groups e.g. Pupil Premium, Gifted and Talented
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps
- Annual financial returns
- Records of interventions set up by outside agencies/specialists
- Reviewing access arrangements
- Completion of statutory functions by the SENCo related to referral for statement/ education health & care plans, termly meetings and annual reviews.
- Work scrutiny with selected pupil groups
- Lesson observations and planning scrutiny
- Exam/test arrangements
- Parent view
- Focused monitoring by the SENCo, LA adviser, SEN governor
- Detailed discussions with families and pupils
- Progress through a variety of transitions
- Attendance and exclusions analysis
- Feedback from support agencies and Ofsted
- Local authority analysis of information and data about the school
- Statement/EH&C plan reviews
- Termly review meetings

The governing body evaluate the work of the school by:

- Appointing an SEN governor who is a champion for pupils with SEND
- Monitoring data with respect to vulnerable groups and school identified groups such as gifted and talented
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND
- Reviewing the SEN action plan and feeding this into the school's SEF
- Meeting with parents and pupils informally
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND

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- Holding the school to account for its use of SEN funding
- Monitoring and reviewing the school's SEF

### **Continuing Professional Development for all Staff**

All staff should be aware of the differing needs of the pupils they teach.

The school intends that:

- Staff will be provided with appropriate training in line with the school's priorities
- Staff will receive regular updates on SEN legislation and policy

Reviewed...October 2016.....

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