

Mountfields Lodge Primary School



Special Educational Needs and Disability (SEND) Policy and Procedures

Aim High, Reach for the Sky

May 2015

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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A Aims For Special Educational Needs

The aims of Mountfields Lodge School are based on the values derived from the Statement of Principles adopted by the Local Authority and guided by the Code of Practice, 2014 for Special Educational Needs.

We provide a broad and balanced curriculum for all our pupils including those with Special Educational Needs and ensure full curriculum entitlement and access. We are committed to maximum inclusion commensurate with meeting individual needs, the highest quality of education for all pupils and the efficient use of resources.

To support these aims, the following structures, procedures and systems are in place.

B The Role Of The Governing Body

The governing body takes great care to ensure the best possible provision is made for pupils with Special Educational Needs. All governors are aware of their responsibilities for Special Educational Needs and discuss the issues regularly.

Special Needs matters are included in each term's report to the governors.

We also have a nominated group of governors for Special Educational Needs who meet termly, prior to the Full Governors Meeting.

The governing body evaluates the success of the education we provide, using the following criteria:

- The budget allocated to school for SEND provision.
- Adjustments in budget allocation to reflect changing needs.
- The existence of accurate, up to date record keeping.
- Monitoring and tracking of pupil progress.
- Attendance by parents at Review meetings.
- Parental requests for the school to be named on the pupils' statement of Special Educational Needs.

- Number of pupils on the school's SEND record and the school's graduated responses.
- The pupils for whom a statement of Special Educational Needs is no longer necessary.
- Pupil attainment
- Links with Special Schools.
- Special Educational Needs policy review every two years.
- Senior management involvement in Special Educational Needs issues.
- Governor sub-committee meetings, (termly) gaining insight into SEN issues and recommendations for formulating policy.
- OFSTED Inspection reports and Review Process.
- Inclusion of Special Educational Needs issues in development planning.
- Time allocated to planning for pupils with special educational needs.
- Feedback from pupils and parents.
- Routine examination by the Governors of individual but anonymous case studies of students with Special Educational Needs.
- Attendance at or involvement in leadership of INSET courses by all staff.
- To respond immediately to any complaints received by the school in respect of pupils with Special Educational Needs. (See below).

Complaints

Parents who are dissatisfied with the school's work in respect of a pupil with Special Educational Needs are invited to follow the guidelines as set out in the school's Complaints Policy. This is laid out in the school's prospectus and /or a copy can be obtained from the school Office.

C Admission Arrangements

Mountfields Lodge strives to be a fully inclusive school. It acknowledges the range of issues to be taken into account in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA's admissions policy. Under Section 316 of the Education Act 1996, if a parent wishes to have their child with a statement educated in mainstream the LA must provide a place, unless this is incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent incompatibility.

For pupils with statements of Special Educational Needs the LA determines admission, having regard to parental preference and in consultation with governing bodies.

Mountfields Lodge School:

- Is suitable, in particular, for pupils with physical disabilities because of its design and facilities.

- Employs staff with specific qualifications and expertise in the education of pupils with learning difficulties, specific learning difficulties, dyslexia, attachment difficulties and Autistic Spectrum Disorders.

Links with parents

Mountfields Lodge strives to work in close partnership and communicate clearly, effectively and responsibly with parents at all times. To this end we:

- Keep parents informed as fully as possible about their child's needs, changes to educational provision, achievements and assessments. This may be during the period of Parent Interviews in October or March, and at other appropriate times.
- Encourage participation in IEP target setting and review, and attendance at Annual Review of Statement of Special Educational Needs.
- Listen to and respect the parents' views and needs, taking account of parental knowledge and experience of their child.
- Provide support for parents who may have needs of their own.
- Provide copies of any external advice given to support the school in the education of the child.
- Liaise with the Parent Support Group for Special Educational Needs to ensure that any Special Educational Needs issues can be freely discussed, addressed and resolved at the earliest opportunity.
- Liaise with the LA Parent Partnership Service to ensure that parents are aware of the support that is available.
- Liaise and make any manageable adaptations through the establishment of our Equal Opportunities Scheme. The monitoring of individual needs of family members both adults and children are on-going with termly meetings to discuss further communication and support issues.

D Identification And Assessment Of Pupils With Special Educational Needs

- Pupils with Special Educational Needs are identified as early as possible
- A clear common system of record keeping and communication is established across:
 - Primary Schools in the Loughborough Development Group.
 - High Schools, to ensure that pupils with Special Educational Needs and Disabilities are known to schools to which they will transfer.
- Links are established with playgroups, private nurseries, social services, health services, welfare groups, outreach schools to support and enable effective liaison.

The graduated response to special educational needs

Early identification of special educational needs, assessment and provision is established in accordance with the Code of Practice, 2014. This approach recognises that there is a continuum of provision for pupils with special educational needs.

Raising a concern

1 Meeting the needs of all of the children in the school is the responsibility of individual teachers. The class teachers identify pupils with special educational needs through informal and formal assessments and observations. They respond to the needs of pupils who are not making the progress that is expected and are having difficulties with the learning process by keeping accurate records of assessments and observations, talking with the child, parents and staff to ensure appropriate provision is made.

Parents may already have alerted school to their concerns for their child's progress and development.

2 The Special Educational Needs Co-ordinator (SENCO) is informed. The class teacher will seek advice and use alternative strategies in the classroom to resolve the problem and if the child continues not to respond as expected or is having difficulties in learning or behaviour. (Initial Concerns form)

3 The teacher will discuss with the SENCO the strategies that have already been tried. Then together they will judge the rate of progress that is expected for the child. They will consult Section 4.14 of the Code of Practice for Reception Stage children and Section 5.42 of the Code of Practice for Primary children, together with the Criteria for Placement. As a result, it may be decided that provision over and above what is normally provided will be made available to the child. This takes place through provision mapping.

The parents of the child will be consulted to help identify the reasons for learning patterns and/or behaviour and how they can support the school in helping their child.

4 If the teachers and the parents are in agreement that intervention which are additional to or different from the school's differentiated curriculum and further strategies are needed, then this will trigger a move to the SEN Profile. See Code sections 4.20 and 5.43.

5 The pupils will be involved in whatever decisions are made where possible from the start of their education. The ways in which they are encouraged to participate will reflect their evolving maturity. Staff will give pupils the opportunities to make choices and make their views known. Pupils will be encouraged to determine the direction of their learning and personal development by:

- Explanation and clarification of pupils' IEP targets.
- Regular review of their progress towards their targets,
- Attendance at reviews of IEPs and annual reviews, if appropriate.

8 The SEN Profile intervention may include:

- Different learning materials.
- Special equipment.
- Individual or group support.
- Staff Development or training in alternative strategies.
- Adult time to plan interventions and/or monitor progress.
- Advice from external agencies e.g. Ashmount Special School

9 The class teacher will identify whether an IEP is needed. If so it will record the details of 3 or 4 short-term targets, teaching strategies to be used, the provision made for the child and the review date. This will be reviewed on a half termly or termly basis depending on the progress of the child. Parents will be updated about their child's progress during the autumn and spring term parent interviews.

The IEP will also record success criteria for the targets and the outcome of reviews, including the parents' views.

Please note: the IEP will only record details that are additional to or different from the differentiated plan for the class.

The IEP will be discussed with the parents and child as it is drawn up and at review meetings.

10 If the child continues to make little or no progress in learning or behaviour, the school will seek the help of outside agencies.

11 The SENCO, along with the support from outside agencies will need to review the interventions already implemented.

Those involved in this review could include:

- The SENCO.
- The SEND learning support assistant.
- A Specialist Teacher.
- Health or social service professionals e.g. Speech Therapist, Physiotherapist.
- The literacy and numeracy co-ordinators.
- The parents of the pupil.
- An Educational Psychologist.
- Representative from Child and Adolescent Mental Health Services.

They will be taking into consideration:

- The strategies already tried.
- The targets set.
- Any progress made.

12 A new IEP may be written to include new targets, new strategies and any specialist assessments needed from those already involved with the child, or from other specialists such as educational psychologists.

The school will seek the agreement of the parents before doing this.

If the pupil has one the IEP will be reviewed.

The school will record what further advice is being sought and what will happen, in terms of interventions, while the advice is being gathered.

It is the class teacher's responsibility to monitor any recommendations made from formal assessments and such as from the specialist teacher, EP or other outside agencies.

It is the responsibility of the class teacher to carry out the interventions set out in the IEP. They will usually be carried out in the classroom. However, it may be that the school decides to use additional hours teaching, within the school day, for the child to be supported by the special educational needs teacher or support staff, either alone, in a pair or in a small group.

The parents and the child will be involved in discussions regarding provision.

If the strategies employed in whilst on the SEN Profile do not result in an improvement in the child's learning or behaviour, an application for a SEN Plan or EHC Plan may be made.

Statutory Assessment/EHC Plan

13 The school or the parents can make an application for statutory assessment of the child.

In making its application, the school will present documentary evidence to show the strategies and interventions that have been carried out.

Evidence from assessments made by other professionals will be submitted and any additional assessments arranged.

14 Throughout the assessment period the child will continue to be supported using the processes described in SEN Profile

15 In exceptional circumstances a child may be referred for statutory assessment as soon as a diagnostic or medical assessment has been carried out. This can be done if school considers that we cannot meet the child's need, or that the child needs immediate specialist intervention. The SENCO will discuss the needs of the child with the head teacher immediately that concerns are raised.

Education, Health and Care plan

16 Once a EHC Plan has been made and accepted, the school, through the SENCO will ensure that:

- The child's records are maintained.
- The child's IEP is in place.
- Teachers monitor and review the child's progress on a regular basis. This will include an Annual Review, reporting results and recommendations to the LEA.
- Provision, curriculum and pastoral care will be monitored.

Please note: any change in the child's special educational needs will result in a review meeting being held at the earliest opportunity.

Transfer

17 When the child is due to transfer schools, all the documentation concerning the school's interventions will be transferred to the receiving school.

This may be when the family move to a new area, the child is moving to a new phase of education or the child needs a different school to carry out the recommended actions on a EHC Plan.

The school will pass on:

- IEPs.
- Assessment details.
- Background information.
- The EHC Plan.

If a child has a EHC Plan, the new school will need to be named in an amended EHC Plan before the transfer takes place. School will arrange for the review of the EHC Plan to take place in the preceding school year, or in the first part of the term of the last year in school for pupils moving on to secondary education, in order that the process can be completed.

E Staffing

Staff with Responsibility for the Co-ordination of Special Educational Needs

Special Educational Needs Co-ordinator Ann Baldwin

Special Educational Needs Learning Support Assistants Dept and class based

Year 1/2: Helen Shephard, Gill Taylor, Mandy Waldron, Debbie Izzard, Rachel Miller.

Year 3/4 : Kim Birbeck, Sapna Patel, Jo Bradshaw, Ruth Patience, Carl Childs, Carol Wilkinson, Sam Stewart, Mille Buswell, Sally Church.

Year 5/6: Karen Cole, Caz Darby.

Across Depts: Carl Childs, Carol Wilkinson, Richard Woolley.

Children's' Mentor: Carol Ghent.

SEN Teacher Representatives are part of the senior leadership team:

Foundation	Sue Clement
Year 1 & 2	Alex Coleman
Year 3 & 4	Veronica Farr
Year 5 & 6	Carol Moore
Deputy	Iona Mock
Head	Michael Hoare
SENCo	Ann Baldwin

Additional temporary staff appointed as necessary

The Special Educational Needs Co-ordinator's responsibilities are:

- The day to day operation of the school's Special Educational Needs profile.
- Co-ordinating provision for all pupils with SEND.
- Liaising with and advising teachers and support staff as appropriate.
- Liaising and working with parents
- Managing learning support assistants (permanent and temporary, as appropriate).
- Overseeing the records of all pupils with special educational needs.
- Contributing to in-service training for staff.
- Detailed monitoring of intervention programmes and pupil progress.
- Data analysis of pupil progress.
- Liaising with external agencies including the educational psychology service, Specialist teaching services, medical and social services and any other support services for the child.

Special Educational Needs, Additional Hours Teaching

Pupils may be granted additional hours teaching which takes place during the school day, usually away from the classroom. This may happen because:

- The child has an Educational, Care and Health Plan which specifies additional hours teaching.
- The school has taken the decision to support the child in this way.

Special Educational Needs Learning Assistant Support

The school has appointed a General Assistant to aid the SENCO in her work, provide support for administrative work. (1 hour a week)

In addition, some children with Statements of Special Educational Needs have learning assistant support both in and out of the classroom.

Other children on the Special Educational Needs record may have short-term LSA support either individually, or in a pair or group either in or away from the classroom. Each of the four departments in the school has support staff allocated to give targeted support to pupils with special educational needs.

Class teacher responsibilities for special educational needs:

- Special Educational Needs issues are regularly discussed at year group meetings.
- The Senior Leadership Team meet regularly to review SEND needs and provision.
- Special educational needs issues are regularly discussed at staff meetings.
- The staff are given regular updates of their responsibilities towards pupils with Special Educational Needs whether or not pupils have a Statement of Special Educational Need and clear communication lines between them and specialist staff are established.
- A programme of staff development is implemented for Special Educational Needs specialists, class teachers and support staff.

Organisation of support, teaching and inclusion

We make every effort to achieve full inclusion of pupils with Special Educational Needs and their peers, while meeting the needs of individual pupils. The structures and systems in place are:

- Individual, paired or small group tuition to raise attainment in literacy/numeracy/information technology skills and other curriculum areas of learning as appropriate. The promotion of self-worth and the raising of self-esteem are covered too.
- Access of all children, including those with SEND, to the National Curriculum, through the school schemes of work that promote an inclusive ethos and broad and balanced curriculum.
- Classroom support to increase curriculum access and pupil / student achievement.
- Differentiated provision within a mixed ability setting.
- Differentiated provision within a banded setting.
- Access to specialist ICT programs and resources.
- Systems for early identification of barriers to learning and participation.
- High expectations and suitable targets for all children.
- A range of clubs for all pupils.
- An equal opportunities policy.
- An Equality Plan.
- Clear guidelines and expectations of behaviour.

Professional Development Programme

Newly appointed staff follow the school induction programme. Subsequently, staff attend in school training courses and attend appropriate courses out of school run by the LEA. Training needs are identified through the annual performance management programme.

F Resources

A part of the school budget is used to support pupils with Special Education Needs. A part of the school's materials allocation is earmarked for books and equipment for these pupils. Some of this is allocated to the Special Educational Needs department. The principle informing Special Educational Needs resource deployment is one of ensuring access to the curriculum and therefore taking account of individual need.

Resources include:

- A range of books, materials and tasks to suit pupils of differing abilities.
- A range of information technology facilities including specific computer programmes for children with SEND, overlay keyboards, spell checkers and lap top computers.

Building modifications are as follows:

- Wheelchair access, flat surface entry to most doorways, ramps to main door and double mobile, highlighter strips at the Foundation Department exit points.
- Toilet for people with physical disabilities.
- Modifications to support pupils with hearing impairments.
- The school has improved facilities for disabled people through its minor capital works budget e.g. tarred slope onto the field.

External Support Resources

The school has a named medical officer and school nurse within the District Health Authority to whom references are made in accordance with assessment procedures. Similarly, contact is made with the Social Care Department and Education Welfare Service as appropriate. We also work with the following services provided centrally by the Local Authority and the Health Authority:

- Educational Psychology Service
- Child Guidance Services
- Specialist Teaching Service - staff specialising in supporting pupils with:
 - Hearing impairment
 - Visual impairment
 - Autism
 - Learning difficulties
 - Specific learning difficulties
- Advice and Inspection Unit
- Special Educational Needs Assessment Service
- Health Services; e.g. Speech Therapy, Physiotherapy, Occupational therapy, Consultant Paediatricians
- Child and Adolescent Mental Health Services.
- Menphys.

Links with Special Schools

We liaise with our Outreach Special School, Ashmount School, Loughborough. This is our nearest Special School.

G Monitoring Of Special Educational Needs; Policy And Provision

The SEND governor's committee meet termly to review policy and practice. In addition SEND governor's formally monitor provision through pupil and parent interviews, staff interviews and discussion of data analysis each year.

The SENCo formally monitors children on SEND record by tracking their progress each year. In addition the SENCo monitors the impact of intervention groups termly.

Any recommendations are included in the school development plan.

The head teacher and Senior Leadership Team also monitor SEN provision through lesson observations, pupil interviews, work sampling, learning walks and questionnaires.