

Mason Moor Primary School Policy Document

Policy for:	Special Educational Needs and Disability (SEND) Policy
Overarching Area:	Teaching Learning and Assessment
Other policy links:	
Governors' Ratification Date:	4 October 2016
Revisions and Amendments:	

Introduction

Mason Moor Primary School is committed to providing a broad and balanced curriculum for all pupils, including those with a special educational needs and disabilities (SEND). The school seeks to ensure that there are systems in place to identify pupils with SEND and make appropriate provision for them, so that pupils can make progress, achieve their best, become confident individuals and make a successful transition at key points in their education.

SEND is defined as those pupils who have learning needs requiring provision that is different from or additional to what is normally available to pupils of the same age. Pupils identified as having SEND will have significant needs in relation to communication and interaction, cognition and learning, social, emotional and mental health, sensory and/or physical. It is recognised at Mason Moor that at any point in their school life a child may have a special educational need and some children may require additional support outlined in an Education, Health and Care Plan (previously called statement).

We all have a responsibility for the delivery of this policy and Appendix 5 outlines roles and responsibilities.

This policy meets the statutory requirements set out in the Special Educational Needs Code of Practice (2014), Special educational needs and disability code of practice: 0 to 25 years (January 2015) and the Special Educational Needs and Disability Regulations (2014) and adheres to guidance provided by the Local Authority. It was developed through consultation with parents, governors, staff and pupils and sets out the school's approach to identification and support for pupils with SEND. Responsibility for developing and implementing this policy lies with the Special Educational Needs Coordinator (SENCo), overseen by the Headteacher and Senior Leadership Team. It sits alongside the statutory requirement to publish an annually reviewed SEND Information Report.

Aims

Provision at Mason Moor Primary aims to ensure that all pupils with a special educational need:

- Are assessed and identified at an early stage
- Receive appropriate support according to need and stage
- Are included in all aspects of school life
- Access learning through a range of teaching strategies, including effective differentiation
- Access suitable programmes of work and interventions in small groups or 1:1
- Have their progress recorded, tracked and regularly reviewed
- Experience success and make progress
- Increase in confidence, self-esteem and independence
- Have regular opportunities to express their views

In addition, Mason Moor Primary will make the following arrangements:

- Provide appropriate support and training for all staff in the area of SEND
- Inform and liaise with the parents of pupils with SEND regularly
- Liaise, consult and make effective use of outside agencies when appropriate

Graduated Response to support and intervention for pupils with additional needs

The graduated approach to support for pupils with SEND is set out in the school's *Graduated Response Plan* (see Appendix 1). This sets out provision for all pupils in five stages of support:

- Stage 1 – Universal provision
- Stage 2 – Early intervention support
- Stage 3 – Targeted additional support
- Stage 4 – Targeted, intensive additional support
- Stage 5 - Pupils with complex, long term needs who require an Education, Health and Care Plan

Access to additional support at a higher stage of the *Graduated Response Plan*, will be supported by a range of evidence. This may include observations, work scrutinies and tracking of progress against specific targets and/or National Curriculum expectations over time.

Stage 3

Pupils identified at Stage 3 will receive early intervention and personalised provision, as part of an Assess – Plan – Do – Review cycle. They will be supported through evidenced based interventions in small groups or individually. Careful attention will be paid to the differentiation of their individual learning needs and strategies to enable them to access the curriculum.

At this stage the SENCo will be made fully aware of concerns through an *Individual Pupil Early Identification of Concerns* form (see Appendix 2) and will oversee an investigation of the pupil's strengths and needs. Provision for the pupil will be supported by the school's Learning Support Coordinator and overseen by the SENCo. The pupil's progress will be tracked through pupil progress meetings and intervention records. If the progress of the pupil continues to remain a concern following targeted support, they will be moved to Stage 4 of the *Graduated Response Plan* and identified on the school's SEND Register.

Stage 4

Pupils identified at Stage 4 will be named on the school's SEND Register and receive targeted, intensive additional support, as identified on the school's *Provision Map*. This may include personalised support and resources, an individualised and modified curriculum and higher levels of adult support for modelling and access. The school will consult and liaise with external agencies where appropriate. Pupils identified at Stage 4 will have a Pupil Passport* (Appendix 3) and an Individual Education Plan (IEP), Appendix 4, setting out clear

outcomes for provision and specific targets. The progress of pupils at Stage 4 will be carefully monitored and overseen by the school's SENCo and through IEP forms.

Stage 5

Pupils identified at Stage 5 are those pupils who have been allocated an Education Health and Care Plan. These pupils require provision and support over and above that which would be expected at targeted support levels because the pupil's needs are exceptional, severe, complex and long term. Such pupils require a high level of adult support and access to a modified and individualised curriculum. Pupils identified at Stage 5 will have a Pupil Passport* and Individual Education Plan (IEP)*, setting out clear outcomes for provision and specific targets. The progress of pupils at Stage 5 will be carefully monitored and overseen by the school's SENCo at termly progress meetings, through IEP forms (see Appendix 5). Education, Health Care Plans will be reviewed annually with parents. The school will continue to consult and liaise with external agencies where appropriate.

SEND register

A register of children with SEND is updated termly and identifies pupils at Stages 4 and 5 of the *Graduated Response Plan*. The progress of pupils will be regularly reviewed by the class teacher in partnership with the SENCo to establish if children need to remain on the register, need to be moved to a different stage or if individuals need to be added.

Pupil Passports and Individual Education Plans

Pupils at Stages 4 and 5 of the *Graduated Response Plan* will have a *Pupil Passport*. This identifies the pupil's strengths and needs and how they can be best supported. It also includes a summary of the interventions they have received over time, including support from outside agencies.

Pupils at Stages 4 and 5 of the *Graduated Response Plan* will also have an *Individual Education Plan*. This sets out outcomes for identified interventions and specific targets for the pupil to work towards. It also includes success criteria for meeting targets and lists provision and resources required.

Both *Pupil Passports* and *Individual Education Plans* are shared with the pupil in order to ascertain their views.

Co-ordinating and managing provision

Provision for pupils with special educational needs will be outlined on the school's *Provision Map*. This enables the SENCo and Senior Leadership Team to allocate and target resources efficiently and to evaluate their impact. At Mason Moor it is recognised that pupils with special educational needs have an entitlement to high quality teaching from their Class Teacher and are not solely supported by teaching assistants. In addition, pupils with SEND are encouraged to develop their independence skills and to develop a sense that they can achieve things without adult support.

Resourced provision – Maple Class

Mason Moor has a resourced provision (Maple Class) on the school site, funded by the Local Authority and led and managed by Springwell School. Pupils attend the provision each morning but are integrated with support into the main school each afternoon. This enables pupils to benefit from a balance of specialist support alongside mainstream provision.

Parental involvement

The school has a duty to inform parents if special educational provision is being made for their child and the views of parents are highly valued. Parents hold key information about their child and greatly contribute to a shared view of their child's needs and how to support them.

Parents have opportunities to share their knowledge, express their views and make their concerns and needs known at formal and informal points throughout the school year. This can be through informal daily contact with the class teacher and teaching assistant or through more formal parent and teacher meetings when Individual Education Plans are shared. Parents are also invited to attend annual review meetings if their child has an Education, Health and Care Plan.

The consent of parents and carers is always sought when reviewing their child's progress involving the advice of outside agencies. Parents and carers can also meet with the SENCo and Headteacher, as well as other agencies who may be involved with their child's support.

Monitoring the SEND policy

The SENCo is responsible for ensuring that the school's SEND policy is being delivered and for monitoring its impact on pupil outcomes and progress. The success of the school's SEND policy and provision is evaluated through:

- Analysis of pupil tracking data and assessment results, for individuals and cohorts.
- Meetings with class teachers and teaching assistants to evaluate Individual Education Plans and targets
- Pupil Progress meetings and Phase meetings
- Termly review of the school's SEND Register and school Provision Map
- Monitoring of interventions and support for pupils with SEND
- Monitoring the quality of provision for pupils with SEND in the classroom
- Monitoring of interventions delivered by teaching assistants
- Monitoring of planning to ensure adequate differentiation for pupils with SEND
- Sampling the work produced by pupils with SEND

Staff training

All staff will access training in relation to special educational needs as appropriate. This will include in-service training days and staff meetings, as well as coaching and support from the Learning Support Coordinator, SENCo and Phase Leaders. The Senior Leadership Team, Phase Leaders and SENCo will also provide ongoing support to teachers for planning, differentiation and target setting through Phase Meetings and Pupil Progress Meetings. Formal training will also be accessed via outside agencies such as the Southampton Educational Psychology Service, Southampton Inclusion Partnership and Southampton Advisory Outreach Service for SEND.

School Governor for SEND

The governor with responsibility for SEND provides the link between the governing body and school staff. This includes opportunities to visit classrooms and meet with the SENCo. The Governing Body will receive reports from the SENCo on a regular basis.

Complaint procedures

If parents wish to make a complaint they should initially contact the class teacher to voice their concern. If appropriate, the class teacher will inform the SENCo and a meeting will be convened to resolve the issue. Where there is still dissatisfaction, parents may contact the Headteacher. If parents are not satisfied with the way the school has addressed the problem, they may appeal to the Chair of Governors, the Governor with responsibility for special educational needs and / or the Local Authority in writing.

Updated September 2016

Approved by the Governing Body on: _____

Mason Moor Primary School
Graduated response to support and intervention for pupils with Special Educational Needs

Stage	Provision required	Support and provision	Assessment, recording and monitoring systems
1	Universal provision	<ul style="list-style-type: none"> • High quality first teaching • A broad and balanced curriculum within an inclusive classroom • Personalised learning targets • Attention paid to different learning styles • Carefully planned differentiation, including practical, visual, concrete resources • Modelling by adults within the classroom • Curriculum assessment of progress to support target setting for pupils • Assessment for learning and constructive feedback 	<ul style="list-style-type: none"> • Differentiated planning and outcomes • Pupil aware of learning targets • Reviewed at Pupil Progress meetings with Senior Leadership Team • Assessment for Learning systems used to identify strengths/gaps
2	Early intervention support	<p>In addition to Stage 1:</p> <ul style="list-style-type: none"> • Support within class through small groups and individual support • Differentiation of the curriculum to meet individual learning needs • Tools and resources to support access 	<ul style="list-style-type: none"> • Differentiated planning and outcomes • Pupil aware of learning targets • Reviewed at Pupil Progress meetings with Senior Leadership Team • Assessment for Learning systems used to identify strengths/gaps
3	Targeted, additional support	<p>In addition to Stages 1 - 2:</p> <ul style="list-style-type: none"> • Early intervention and personalised provision • Inclusion of parents and child as part of a Plan – Do – Review cycle of targeted assessment • Targeted support within class through small groups and working individually with an adult • Additional group or individual programmes • Evidence based interventions delivered individually or in small groups • Differentiation of the curriculum to individual learning needs e.g. alternative methods of recording • Tools and resources to support access 	<ul style="list-style-type: none"> • SENCo made aware (Concern sheet completed, detailing evidence of intervention, impact and outcomes) • Differentiated planning and outcomes • Pupil aware of learning targets • Reviewed at Pupil Progress meetings with SENCo • Assessment for Learning systems used to identify strengths/gaps • Intervention records completed weekly to record progress

4	Targeted, intensive additional support	<p>In addition to Stages 1 – 3:</p> <ul style="list-style-type: none"> • Multi-professional planning and coordinated support e.g. E.P. Service, Outreach Services (SAOS), Health colleagues, PHIG and CAMHS. • Personalised support, working on an individualised curriculum • High levels of adult support and modelling to enable access to the curriculum • Personalised resources e.g. work station if appropriate • Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention • Individual Education Plan reviewed at least termly • Identified on school provision map, reviewed at least termly • Access to an adapted environment if appropriate • Individual modifications to the curriculum 	<ul style="list-style-type: none"> • Pupil Passport • Individual Education Plan with at least termly review • Progress meeting with SENCo • SENCo monitoring provision • Intervention identified on whole school provision map.
5	Provision over and above that which would be expected at universal and targeted support levels because pupil's needs are exceptional, severe, complex and long term.	<p>In addition to Stages 1 – 4:</p> <ul style="list-style-type: none"> • Education, Health and Care Plan reviewed annually (Annual Review) • Multi-professional planning and coordinated support e.g. E.P. Service, Outreach Services (SAOS), Health colleagues, PHIG and CAMHS. • Personalised support, working on an individualised curriculum • High levels of adult support and modelling to enable access to the curriculum • Personalised resources e.g. work station if appropriate • Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention • Individual Education Plan reviewed at least termly • Identified on school provision map, reviewed at least termly • Access to an adapted environment if appropriate • Individual modifications to the curriculum 	<ul style="list-style-type: none"> • Annual Review Meeting • Annual Review Report • Pupil Passport • Individual Education Plan reviewed at least termly • Termly progress meeting with SENCo • Intervention identified on whole school provision map.

*To access additional support at a higher stage, Class Teacher needs to evidence that pupil is not making progress despite consistent provision at current stage of support.

Mason Moor Primary School
Individual Pupil Early Identification of Concerns

APPENDIX 2

Pupil	Class Teacher	Year group
--------------	----------------------	-------------------

Reason for identification e.g. concerns	
Current learning targets	
Assessment data e.g. Maths Literacy/Reading age	

Strategies/interventions tried	Dates/duration	Outcomes/impact

Discussion with SENCo/Recommendations

Signature of SENCo	
Signature of Class Teacher	
Date for review	

Mason Moor Primary Pupil Passport

Pupils name	
Date of Birth	
Current Class & teacher	
Home language	
Date entered Mason Moor	
Date SEN support began	
Code of practice area(s) of need	Communication and Interaction Social, Mental and Emotional Health Cognition and Learning Sensory and/or Physical Needs

I am good at:	
Things I need help with:	
How I can best be supported	
How I can help myself	
Other useful information	

Specialist services and agency involvement (E.g. SALSA, CAMHS, EP, Physiotherapy, OT)

Summary of targeted provision over time
 e.g. intervention programmes, additional adult support, speech and language programme

Year:	
Year:	
Year:	
Year:	
Year:	
Year:	
Year:	

Individual Education Plans (IEPs)

Mason Moor Primary School Individual Education Plan

Date of current IEP:	IEP number:
Pupil's Name:	Pupil's date of birth:
Long term outcomes (Stage 5 take from Education Health and Care Plan)	
1.	
2.	
3.	

Target number	SMART targets	Success Criteria	Provision and resources	Progress discussed with pupil	Date reviewed
1a					
1b					
1c					
2a					
2b					
2c					
3a					
3b					
3c					

ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

Governors will ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

The **Head Teacher** is responsible for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENCo
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the school's SEND policy and the effects of inclusion policies on the school as a whole

The **Special Educational Needs Co-ordinator** (SENCo) is responsible for:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up Pupil Profiles (PPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom

- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year QCA tests, SATs, etc
- contributing to the in-service training of staff
- liaising with the SENCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

Class teachers are responsible for:

- providing high quality teaching for all children
- assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCO, parents and pupil)
- regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum
- retaining responsibility for the child, including working with the child on a daily basis.
- making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- directly liaising with parents of children with SEND

Teaching Assistants (TAs) should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- use the school's procedure for giving feedback to teachers about pupils' progress.
- work as part of a team with the SENCO and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing Pupil Profiles and monitoring progress.