

Special Educational Needs and Disabilities Policy

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Definition of Special Educational Needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special Educational Needs Code of Practice 2014 p.15

Special educational provision means: -

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Special Educational Needs Code of Practice 2014 p.16

Our Vision

Schools within the Mead Academy Trust have expectations of excellence, where individuals are valued, achievements celebrated and where children are happy and safe.

School should be a place held in the highest esteem by pupils, staff, parents, governors and the wider community. We want pupils and staff to enjoy coming to school every day, and take pride in moving their school ever forward.

Our Aims

To enable all children including those with Special Educational Needs and Disabilities to benefit as fully as possible from their education. We will ensure access to a broad and balanced curriculum that provides for the development of knowledge, understanding and skills that children will need in order to become active and responsible citizens.

Objectives of the Policy

- We value the achievements and abilities of all our children.
- We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start school. Confident young children, who know that their opinions will be valued and who can practice making choices, will be more secure and effective learners.
- We promote the self-esteem of children with special educational needs, acknowledging and celebrating progress that they make.
- We identify pupil's individual needs at the earliest possible stage and target those needs effectively so that their attainment is raised.
- We monitor every child in school through pupil progress meetings, where attainment is reviewed and discussed with Year teams and the Leadership group; lesson observations and case studies
- We provide the most effective support we can for our pupils with special educational needs and disabilities through:
 - Quality first teaching and differentiation
 - Early identification and assessment of pupils with SEN
 - Carefully targeting resources, including human time and specialisms, at individuals and intervention groups
 - Ensuring additional support is given in such a way as to minimise disruption to the child.
 - Ensuring that all supporting adults who are involved with pupils with SEND are well briefed as to their needs and targets
 - Involving the child in the identification and review of targets through discussion, tickled pink marking and guided groups and 'My Next Steps' targets
 - Ensuring continuity for all pupils when transferring from class to class, and school to school, through carefully planned transition and clear arrangements for transfer of paperwork.
- We work in close partnership with all parents and carers including those of children who have SEND

Roles and Responsibilities

Governors' Role

The duties of the governing body is to:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs.
- Take all steps to ensure disabled children are not discriminated against in the school's admissions arrangements, in the education, exclusion and associated services provided by the school for its pupils or in relation to exclusions from the school.
- Ensure that where the Headteacher has been informed by the Local Authority that a child has special educational needs, those needs are made known to all who are likely to teach him/her.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs.
- Ensure that parent/carers are notified of a decision by the school that SEN provision is being made for their child.
- Ensure that a child with special educational needs and/or disabilities joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the children receiving the special educational provision their learning needs require, and with regard to the efficient education of the children with whom they are educated, and the efficient use of resources.
- Have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties towards all children with special educational needs and disabilities.
- Consult the LA and the governing body of other schools, when it seems to be necessary or desirable in the interests of the co-ordinated special educational provision in the area as a whole.
- Have a written SEN policy containing the information as set out in the SEN Code of Practice 2014).
- Report to parents/carers on the implementation of the school's policy for children with special educational needs on the school's website in an SEN Information Report – to include the name of the person responsible for co-ordinating SEN provision in the school

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the schools SEN policy.
- They are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed.
- SEN provision is an integral part of the School Improvement Plan and the school's self-evaluation process.
- The quality of the SEN provision is continually monitored.
- The SEN policy is reported on the school's website and children's progress is reported in the school profile.

The governors responsible for SEND monitoring are Stephanie Davis, Daniel Hobbs and Helen Holland

Head of Inclusion's role

The Head of Inclusion is responsible for the overall co-ordination of special educational needs provision across the Academy Trust and the professional development and deployment of the Inclusion Team. It is primarily a strategic role which includes SENCO responsibilities as outlined below.

SENCO's Role

The SENCOs are responsible for the coordination of provision for special educational needs throughout their schools. This involves working with the Head of Inclusion, the Head of School, the Leadership Teams and the Governing Body to determine the strategic development of the policy. Other responsibilities include:

- The day to day implementation of the SEN policy
- Monitoring, evaluating and reviewing policies and practices relating to SEND
- Coordinating provision for children with SEND in order to meet their needs effectively
- Meeting regularly with class teachers through SEN surgeries to discuss the needs of children on the SEN register, to identify vulnerable children and to help them to identify appropriate strategies and resources
- Evaluating the effectiveness of interventions
- Assessing and identifying children's needs
- Working in partnership with class teachers in the formulation and review of Individual Education Plans (IEPs) or My Next Steps plan, and any recommended actions from external agencies
- Leading, managing, supporting and developing the Teaching Assistant Team including the provision of regular training
- Making sure individual learning plans are followed for those on statements or Education and Health Care Plans
- Monitoring and tracking the progress of children with SEN
- Working in partnership with outside agencies connected with children on the SEN register
- Requesting statutory assessments where appropriate
- Working closely with parents or carers of children with SEN including regularly meetings and Annual Reviews
- Maintaining up to date records for pupils with SEN and overseeing the record keeping for all children with special educational needs
- Working in partnership with the Parent Support Advisors
- Overseeing and maintaining specific resources for special educational needs and disabilities
- Liaising with the SEN Governor
- Facilitating appropriate training and professional development for staff in the field of SEND
- Working with the Finance officer and Senior Leadership Team to ensure effective use of the SEN budget

Our SENCOs each hold the national post-graduate qualification (NASENCO)

There are also other members of staff who have a range of qualifications and experience in supporting, and teaching, children with additional needs. They are deployed as appropriate in a range of ways including:

- Teaching in the Resource Bases
- Direct teaching or support
- Identification and assessment
- Supporting planning
- Staff training and development

Admission Arrangements

There are no special arrangements for children with SEND. Normal admission arrangements apply and are based on the agreed Wiltshire policy.

We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need, e.g. wheelchair access the governors will make reasonable adjustment to ensure the child's needs are fully met.

If a child is transferring into the school with a Wiltshire My Plan, a statutory Education and Healthcare plan (EHCP) or a statement, or has been receiving extra support from the LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met.

Specialist Provision

River Mead School provides an established specialist Resource Base provision across the primary age range for pupils with complex learning needs. Castle Mead School opened a Resource Base for children with complex needs in September 2017.

The Resource Bases are an integral part of both schools and support inclusion for all within the wider school community. Resource Base places are available to pupils with Education and Health Care Plans (EHCPs) and are allocated by the Wiltshire Council SEND Panel at County Hall.

Allocation of Resources

Special Needs resources for most pupils can be found in their classrooms. Class teachers and teaching assistants develop resources for specific children to use (these should be handed to the next teacher during transition meetings at the end of each academic year). The governing body works with the Headteacher and SENCO to determine the necessary budget provision each year according to the children's needs. Breakout rooms and corridors provide areas that may be used for intervention groups and are in constant use by teachers, teaching assistants, voluntary helpers and outside agencies. We also have our Sensory room, equipped with specialist resources for children to use.

Teachers and teaching assistants work together in teams to ensure effective differentiation and deployment of adult support in liaison with the SENCO, weekly planning sessions, cohort reviews and SENCO surgeries inform this practice.

Inclusion Staffing

Leadership	Lyssy Bolton, Executive Headteacher Kirsty Jamieson, Head of Inclusion
SENCOs	The Mead: Jennie Jones Castle Mead: Polly Marsh River Mead: Leala Purdie
Resource Base Teachers	River Mead: Lisa Penfold & Beth Taylor Castle Mead: Gaby Simons & Emma Attree
SEN Admin Support	Eve Moore, Debbie Martin and Rebecca Higgs
Inclusion Team	There are a number of Teaching Assistants (TAs) and specialist Teaching Assistants including Higher Level Teaching Assistants (HLTAs), Emotional Literacy Support Assistants (ELSA), and Parent Support Advisors (PSAs) who support our children in school.
Harbour project	Louise Harrison, Claire Bradbury, Alan Stokes, Becky Mitcham, Linda Mallory, Eddie Draper, Kirsty Jamieson, Jayne Bullock
SEND Governors	The Mead: Stephanie Davis Castle Mead: Jayne Bullock River Mead: Leslie Shellard

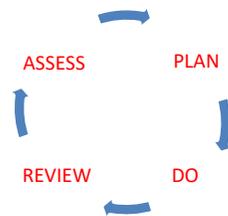
- Pupils who require additional SEN support will be differentiated for and maybe allocated specific resources such as access to IT programmes, the Inclusion team or teaching support
- Pupils allocated additional resource through their EHCP will be supported in a wide variety of ways as agreed in that document and through the Annual Review process.

Identification, Assessment and Review

In accordance with the Children and Families Act 2014, our school aims to identify special needs at the earliest point and then to make effective provision that improves the long-term outcome for the child. Class teachers and subject leaders, supported by the senior leadership team, will regularly assess and monitor the progress of all pupils.

The first response to identifying where progress is less than expected will be to ensure that there is 'Quality First Teaching' in the classroom and that it is targeted at a pupil's areas for development. Where progress continues to be less than expected the class teacher, working with the SENCO will assess whether the child has SEN. Where appropriate the school will engage with other professionals to support the assessment process. The class teacher will liaise with parents/carers to discuss and share concerns

The school follows the guidance of the Code of Practice 2014, implementing a graduated response to need.



We identify the needs of children with SEN in line with Wiltshire's Graduated Response to Special Educational Needs (WGRSS) documents. The WGRSS reflects the broad areas of need outlined in the SEN Code of Practice 2014. The categories are as follows:

Cognition and learning eg

- Moderate learning difficulties
- Specific learning difficulties eg dyslexia, dyscalculia, dyspraxia
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)

Communication and interaction

- Speech, language & communication (SLCN) eg articulation or language delay
- Autism spectrum disorders (ASD) including Asperger's and Autism

Social, emotional and mental health difficulties which may include

- Attention deficit disorder (ADD)
- Attachment

Sensory and/or physical eg

- Hearing impairment (HI)
- Visual Impairment (VI)
- Multi-sensory impairment (MSI)
- Physical disability (PI) eg Cerebral palsy

Initial Concern

Class teachers will use a range of teaching and learning approaches as part of their quality first teaching arrangements to meet the needs of the majority of children in our school. However, where through careful identification and assessment it is determined that a child is not making adequate progress the class teacher will refer to WGRSS in order to review the strategies and approaches that are currently being used and consider ways these might be developed in liaison with the child and parents/carers.

Where this review evidences that the child needs help over and above that which is normally available within the class, or school, the child's needs will be supported through SEN support.

SEN Support

- A strategy for action will have been identified from previous assessment and review
- Support will be highlighted on an Inclusion Provision Map
- Any specific targets maybe recorded on a 'My Next Steps' plan, Individual Education Plan, My Support Plan or My Plan – These are revised or new formats which will be discussed with you depending on the level of your child's support. *We plan to put examples on the website at a future date.*
- Parents/carers and the child will be fully involved in the on-going process
- At least 2 cycles of review are normally required before referral to an outside agency
- Outside agencies give advice or support for staff and may carry out observations or assessments of a child. Any advice given is followed by the school and reviewed to ensure progress is made.
- Where a child continues to make little or no progress in relation to the targets set or is working at national curriculum levels significantly below those of his/her peers, it may be appropriate to request a My Plan, this is a statutory Educational and Health Care Plan.

Requesting a My Plan (Education, Health and Care Needs) Assessment

If a child does not make the expected progress, or their needs are complex, the school or the parents should consider making an Education, Health and Care Needs Assessment. This will involve sending evidence to the Local Authority of all the actions that have been taken along with reports from the school, from parents and from all outside agencies that have been involved. Please see Wiltshire's Local Offer for more information.

Access to the Curriculum

All teachers design the learning activities in ways that the full range of pupils can access them. In order to guard against dependency we expect all pupils to spend time working independently as well as having focus time with their class teacher.

A range of groups may be used in the classroom to provide opportunities for pupils to work at their own pace with or without support. Assessment activities enable children to demonstrate their understanding in a variety of ways. Collaborative learning styles are encouraged as well as different methods of recording for some pupils. The class teacher liaises with the SENCO to provide the most effective support for some children.

Pupils may be withdrawn from the classroom when it is considered that this will facilitate their learning. Great care is taken to ensure that this will not affect their entitlement to the whole curriculum. At times it is appropriate for the curriculum to be adapted to meet children's needs. We support flexibility and adaptation where this will allow successful inclusion of children with more complex needs. We recognise that extra-curricular activities, clubs and off site visits place particular demands on pupils and staff and work in close partnership with parents to provide practical solutions that safely meet children's needs.

Working with agencies outside the school

External support services

The school liaises closely with the LA and will routinely involve a range of services to provide advice for pupils who need additional support.

Links with other schools

The LA holds regular cluster meeting for SENCO.s which the SENCO will attend or host when possible. Our school is part of the Collaborative Schools Group, which includes all primary and secondary schools in Trowbridge.

INSET/ CPD

Training and the Continuing Professional Development of staff is on-going according to individual need and priorities identified from the school development plan. Teaching Assistants take part in the Appraisal cycle.

T.A. Training

TAs attend training regularly. The content depends largely on the need of children with SEN in the school at the time. We do however also consider the professional needs of the TAs. Training may be led by the SENCO, other staff member or an appropriate outside agency. The SENCO will feed back the relevant information to the teaching staff during staff meetings. Due to the necessity of TA training it may be appropriate to make reasonable adjustments to a child's provision e.g we may ask parents to work in partnership with us to support their child in school during some of these periods. Or where a child is part of a joint placement the SENCO may make appropriate arrangements with the other provider to facilitate a continuity of care.

Partnership with Parents and Carers

The school is fully committed to a partnership with all the parents, which begins well before the children start school. Pre-school children are invited into school, to listen to stories, to attend our family assemblies and to spend time in the classrooms. Once the children have started school this partnership is continued and extended to include parents coming into school to help with group activities and give individual support. At all times parents views and concerns are valued and respected, this two-way dialogue is part of the day to day life of the school.

Parental Concerns Procedure

If parents are concerned about the provision of their child they should first discuss this with the class teacher. These concerns are usually discussed with the SENCO and if necessary the Head teacher. The results of the discussion will be shared with parents/carers. The SENCO is always happy to meet with parents and this can be arranged either through asking the class teacher to pass on a message, this can be done via the planner, or by contacting the school office. She will then contact you to agree a good time to meet or to speak on the telephone.

Parent Complaints Procedure

Please refer to the School's Complaints Procedure which can be found on the school website.

Evaluating the success of our policy

This policy will be regularly monitored and annually reviewed and evaluated against the aims and objectives set out earlier in this policy and with reference to Department for Education policy.

There is an SEND information report on each school's website. If you require further information in the meantime please contact the school and a member of the team will be in touch with you.