

Medlock Primary School



SEN/D Policy

Ratified September 2022

For Review September 2023

Mission Statement

Medlock Primary inspires children to become confident, independent learners who can achieve their full potential. We believe learning should be fun, purposeful and challenging.

We aim to equip each child with the skills they need for lifelong learning. We design our curriculum to enable children to think creatively and take pride in their achievements.

We have high expectations of every member of our school community. We expect our children, families and staff to be caring, respectful and responsible. We ensure all participate fully and support good progress.

We provide a safe and secure environment, where differences are recognised and celebrated. We believe it is vital to work in partnership with families and the wider community to build a secure and happy environment.

At the end of their time at Medlock, our children will be confident young people ready to seize new opportunities and make a positive contribution to their community.

Aims:

- To ensure all pupils have equal access to the curriculum and receive any relevant support to achieve this
- To ensure all members of staff are clear about the procedures regarding to Special Educational Needs (SEN) and Disability (D)
- To ensure that the Head, class teachers and governors understand their roles and responsibilities
- To follow the SEN Code of Practice 2014 and the Equality Act 2010
- Support pupils with Medical conditions
- Support children in line with the Children and Families Act 2014

Legal Definition of SEN:

A child has SEN if he/she has a learning difficulty which calls for special educational provision 'more than' or 'different to' the majority.

A child has a learning difficulty if he/she has a significantly greater difficulty in learning than the majority of children of the same age.

Legal requirements of the Equality Act

- They must make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory: adjustments must be planned and put in place in advance to prevent that disadvantage.

The school will have regard to the 2014 SEN Code of Practice and the Equality Act and considers the three key principles for inclusion at all levels of curriculum planning.

1. Pupils with SEND are entitled to have suitable learning challenges set for them. This is achieved through planning collaboratively in teams where differentiation is carefully thought out, additional adults are deployed effectively and challenging but realistic targets are set.
2. The school ensures that action is taken to respond to pupils' diverse learning needs through a curriculum which caters for all learning styles. The pupils' interests are taken into account.
3. The school helps to overcome potential barriers to learning and assessment for individuals and groups of pupils by providing resources and additional adults, where possible, to support these needs. The school will liaise with parents and carers to provide reasonable adjustments to suit individual needs of pupils as they arise.

Objectives:

- Our assessment arrangements ensure that pupils' special educational/disability needs are identified as soon as possible
- Assessment data is used to inform decision making
- Pupils with SEND are given full and equal access to a broad and balanced curriculum
- Appropriate resources are purchased, where possible, to ensure that the needs of the pupils are met

- Pupils and parents are informed and actively encouraged to be involved in meeting the needs of the pupils in partnership with the school
- Formal SEND meetings are held with parents on a **termly basis**. Progress and targets are reviewed and further actions discussed
- The school makes use of both in-house expertise and that of outside agencies
- Achievement targets are set and reviewed termly and the pupils understand them
- All children are encouraged to be confident and independent learners
- All children achieve basic skills in Literacy and Numeracy before leaving the school
- To work towards all pupils having access to all areas of the building and all aspects of the curriculum
- Interventions are targeted, measured and effective

The Special Educational Needs/Disability Co-ordinator (SENCo) is Ms P. O'Dwyer.

Roles and responsibilities

SENCo:

- Determining the strategic development of SEND provision and policy with the Headteacher and Governing Body
- Taking day to day responsibility for the operation of the SEND policy, provision and procurement
- Supporting the assessment and analysis of pupils' needs
- Monitoring the quality of teaching and standards of pupil achievement
- Setting targets for improvement
- Working with class teachers and teaching assistants to ensure that provision is matched to the needs of the child
- Supporting the establishment of individual targets in line with those identified through outside agency recommendations or pupil progress meetings
- Supporting the delivery of targets on pupils' Education, Health and Care plans
- Preparing an SEND Register and up-dating it termly
- Developing and maintaining working relationships with parents
- Liaising with outside agencies
- Preparing reports for the governing body and inclusion committee
- Maintaining a record of INSET relating to SEND and identifying CPD needs
- Planning CPD as required
- Keeping up-to-date with developments and attending SEND courses and network meetings, including with the Longsight and Ardwick Partnership SENCos
- Disseminating information to relevant staff
- Managing the deployment of teaching assistants supporting pupils with SEND
- Applying through Statutory Assessment team for element 3 funding for those pupils whose needs exceed those provided within element 1 and 2
- Liaising with other schools to support SEND pupils in and out of the school, including formal transition to high School
- Facilitate specialist training for staff as need arises
- Deliver and facilitate training to ensure quality first teaching meets all the needs of the pupils
- Source appropriate specialist support when needed, monitor impact and when possible, build capacity within the school team to deliver such specialist support in the future.

Governing Body:

- Review the policy annually and ensure its implementation
- Appoint a governor with responsibility for SEND
- Liaise with the SENCo
- Ensure that records are kept up-to-date for pupils with SEND

Headteacher:

1. Ensure all staff understand the policy
2. Ensure all pupils identified as having SEND are treated fairly and equitably in relation to the policy and that reasonable adjustment is made for them.
3. Ensure that the SENCo is a member of the Leadership Team.
4. Provide suitable time for the SENCo to undertake their responsibilities
5. Set the costs of the SENCo against the school's core budget rather than the additional funds to support pupils
6. Support the SENCo in using ICT for SEND management
7. Support the SENCo in networking with local SENCos

Class Teachers:

- All teachers have responsibility for teaching and ensuring the progress of pupils with SEND
- Identify pupils who make little or no progress in spite of differentiated learning opportunities being provided for them
- Work with the SENCo and parents to collect and record information about their pupils in order to determine action to be taken
- Hold termly review meetings with the parents of all SEND pupils to ensure collaborative working
- Consider the views of SEND pupils in relation to their provision
- Planning and delivering agreed targets
- Effectively deploying teaching assistants to support pupils' learning and targets
- Planning, delivering and facilitating the delivery (through the effective deployment of support staff) of high quality intervention work
- Assessing and monitoring progress

Implementation:

This procedure is in line with the SEN Code of Practice 2014:

Use of appropriate assessments to inform the planning of pupils with SEND, this may include use of outside agencies such as speech therapists, health professionals, Educational Psychologists.

Identification procedures follow a graduated response and are as follows:

Assess
Plan
Do
Review

Assess

When a child is identified as having SEND, their name should be entered on the SEND register.

Parents/carers should be consulted / informed at every step of the identification process.

Information should then be gathered about the pupil's needs. This may include learning styles, strengths, interests,

medical needs. This is then used to plan appropriate targets. This must be done in conjunction with parents and, if appropriate, the child. At this stage, identification should be made of the primary area of concern from the four areas of SEN. These are:

- Communication and Interaction (CI)
- Cognition and Learning (CL)
- Social, Mental and Emotional Health (SMEH)
- Sensory and/or Physical and/or Medical (S)

Outside professionals from health or social services may also contribute to these assessments. Needs are constantly being reviewed.

Plan

The SENCo, teacher, parent and, when possible, the pupil, should plan and agree the interventions and support to be put in place. Planning meetings are held at least once a term to do this. Expected impact on progress or behaviour (outcomes) should be identified and an agreed date for reviewing. This should be recorded onto the pupil's provision map and targets recorded onto the individual target sheet.

Do

The class teacher is responsible for all teaching, interventions, targets and outcomes. Any interventions taught should be overseen by; or collaboratively planned with; the class teacher.

Review

The effectiveness of support and the impact on progress must be reviewed continuously with reviews being every 6 weeks. The impact of the planned work matched to desired outcomes are then fed back into the assessment cycle. Support should be revised depending on outcomes as well as the views of the parent and, when possible, the child.

Parental and Pupil Involvement:

Pupils will be progressively involved in setting targets as they move through the school.

Parent / carers will always be consulted when a pupil is being considered for additional SEND provision or when they are being considered for a place on the SEND register. They must be involved in the target setting process and home support strategies are discussed and agreed upon during the formal SEND meetings.

Availability of Resources:

Each year a proportion of the budget is allocated for pupils with SEND. This may be for resources or staff. Resources and staff are allocated on a priority basis informed by displayed need in the school as well as professional advice and legal requirements (EHC plans).

Arrangements for Complaints:

Should any parent have reason to complain, they should contact the SENCo or Headteacher in the first instance. The complaint may then be directed to the Chair of Governors by the Headteacher. Should action need to be taken, complaints procedure (as outlined by the complaints policy) will then be followed.

Criteria for Success:

The SEND policy will be reviewed annually. To evaluate the success of this policy it must be determined that:

- Everyone knows and understands the policy and is using it
- Pupils with SEND are identified quickly
- Parents are informed and involved
- Pupils are well informed and involved in identifying, monitoring and recording progress in their learning
- Provision is matched to pupils' needs
- There is close support with multi-agencies



All About Me

Name:

My Likes:

Click Here

Click Here

**Click Here then
Copy Photo inside**

Things I need help with:

Click Here

How to support me:

Click Here

Strengths:

Other Information about me:

Click Here

Click Here



All About Me

Name:

R. A.

My Likes:

child's voice (3 items)

Things I need help with:

I need help with speech and language.
I need help organising my things.
I need help with my handwriting and my pencil grip.

PHOTO HERE

How to support me:

Model language back to me when I communicate verbally and non-verbally. I need to access whole-class colourful semantics to support language development.
I need tasks to transition back into class after break time.
I need a calm space to go to when I feel overstimulated.
I am sometimes supported by my key adult Ms C in class.

Strengths:

I am kind, caring and helpful!

I am good at Maths.

Other Information about me:

I have a diagnosis of Autism.
I have an Education, Health and Care Plan.
Arabic is my first language.
I have brothers and sisters at School.

