

Manor Park

Primary School



SEND Policy

Date of last review	September 2024
Person completing review	Jo Shepherd (SENCo)
Shared with staff	October 2024
Shared with governors	October 2024
Frequency of review	Annually
Date of next review	October 2025

Special Educational Needs and Disabilities (SEND) policy

Aims

Our SEN policy and information report aims to set out how our school will support and make provision for pupils with special educational needs (SEN) and explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

Legislation

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (August 2017)
- The National Curriculum in England Key Stage 1 and 2 framework document (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

Definitions

A pupil has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Our school's definition of SEN is “***Any child who receives any support which is additional to or different from everyday practice and / or receives support from outside agencies***”.

Identifying Special Educational Needs

From time to time some children will require additional support for a period of a few weeks, months or even longer to meet their needs. These children may have additional support through targeted intervention work. If a child's needs persist, then the child may be identified as having special educational needs (SEN).

The SEN Code of Practice 2015 states that *“A pupil has 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.”*

Special educational needs fall under four broad areas of need:

- **Communication and Interaction** (including speech and language difficulties, Autistic spectrum condition and Asperger's syndrome)
- **Cognition and Learning** (including learning difficulties such as dyslexia and dyspraxia)
- **Social, emotional and mental health** (including attachment disorder and attention deficit (hyperactivity) disorder)
- **Sensory and/or physical** (including visual impairment, hearing impairment and physical disability)

Under the Equality Act 2010, you are disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

- 'substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed
- 'long-term' means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection

As a school, we endeavour to identify a child's special educational need as early as possible, under the four broad areas of need, to enable us to provide the appropriate support to meet the needs of the child.

Roles and Responsibilities

The Role of the SENCo

Jo Shepherd is the SENCo at Manor Park Primary School and can be contacted on j_shepherd@manorpark.coventry.sch.uk. The SENCo is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy
coordinating provision for children with special educational needs
liaising with and advising all staff
- Overseeing and maintaining the records of all children with special educational needs
- Liaising with parents of children with special educational needs
contributing to the in-service training of staff
- Liaising with external agencies
- Organising and chairing annual review meetings for children with an EHCP and termly review meetings for children with a My Support Plan
- Helping staff to identify early intervention
- Tracking pupils' progress and allocating additional support to individual or groups of pupils documents and records are kept and shared with staff and parents and are available where needed
- Completing and maintaining the special educational needs register
Making sure relevant referrals have been made

The role of Phase Leaders

- Keeping an up to date profile of pupils with SEN in the year group tracking pupils' progress and allocating additional support to individual or groups of pupils
- Ensuring individual needs of SEN pupils are met through targeted intervention where necessary
- Analysing and reporting on progress of pupils with SEN at pupil performance meetings and planning appropriate interventions.

The Role of the Class Teacher

- Providing quality first teaching to all pupils, including those identified as having SEN
- Identifying each child's needs and levels of attainment and progress
Advising parents of any concerns
- Completing an initial concern form for children that they are worried about and passing it to the SENCo
- Providing reports for external specialists
- Monitoring and assessing progress and maintaining appropriate records, including writing and reviewing pupil passports times a year, and implementing strategies that have been suggested by external specialists
- Planning and preparing work for children with SEN to enable them to access the curriculum successfully
- Fulfilling any other duties as required of the class teacher as stated in the SEN Code of Practice 2015

The Role of the SEN Governor

- Monitoring and supporting the SENCo and Senior Leadership Team in the implementation of the SEND Policy and SEND Information Report
- Informing governors of any issues regarding the implementation of the SEND policy

The Role of Learning Support Assistants

- Supporting and helping children with SEN to meet their targets (under the direction of the class teacher) and to report and record work that has been carried out and progress that has been made

Additional Responsibilities

Person / People responsible for Safeguarding:

Becky Swindell (Acting Headteacher), Debbie Perkins (Lead Learning Mentor), Jennie Haines (Learning Mentor)

Person / People responsible for Pupil Premium Grant:

Helen Millard (Acting Assistant Head)

Person / People responsible for Looked After Children: Helen Millard (Acting Assistant Head)

Person / People responsible for ensuring the medical needs of children are met: Suki Dhothar (Learning Mentor)

A Graduated Response

We believe that quality first teaching is the key to meeting the needs of most of our children. Through differentiated planning, a range of teaching methods and a good working knowledge of the children's needs, most children will make good progress. Our class teachers closely monitor the progress made by all children in their class and ask advice from the SENCO as soon as they have concerns about any of their pupils. Staff will fill in an initial concern form which they will then pass to the SENCO/

The SENCO may then suggest activities such as small group work or special programmes (interventions) to help the child. Examples of such groups in school are SOS Spelling, social nurture groups, precision teaching, Read Write Inc and sensory circuits

All teachers are teachers of children with special educational needs and therefore class teachers are responsible and accountable for the progress and development of the pupils in their class, including where children access support from teaching assistants or specialist staff.

If the child continues to have difficulties, as indicated by high quality formative assessments, the SENCO and the class teacher would suggest additional support and/or assessments. Where the child presents as having higher levels of need, the school may draw on external services to provide advice, assessments and / or specialist programmes of work. At this point, the child may be placed on the SEN register after consultation with parents / carers.

Once a child has been identified as having SEN, the following steps are followed:

Step 1: Class teacher, SENCO and parents/carers make the joint decision to place the child on the SEN register.

Step 2: All children on the SEN register will have a pupil profile created for them detailing their individual needs, targets and strategies to best support them to be successful. All staff working with a SEN child will have access to their pupil profile. It may be deemed that more substantial support is needed so the SENCO may suggest

starting a My Support Plan, which will go into greater detail about a child's needs and targets, and can corroborate information from various different agencies/specialists.

Step 3: These targets are reviewed at termly meetings with parents/carers, following the SEN Code of Practice 2015 format of Assess, Plan, Do and Review. External agencies may be involved for support and/or assessment where required.

Step 4: Where children have very complex needs and/or despite the school having taken relevant and purposeful action to support the SEN of the child, the child does not make expected progress, the school or parents may request an Education, Health and Care needs assessment in order to gain an Education, Health and Care Plan and additional funding to support the child.

Parents are involved in all of the above steps and the child is involved where possible (this often depends on the age and abilities of the child).

Managing SEN in school

The SENCo is responsible for keeping all records up to date and managing the SEN register.

Children on the SEN register are classified as having **SEN Support**. Some children will be on the SEN register and receive SEN support for a relatively short period of time and others will remain on the register for a longer period of time. Using the Assess, Plan, Do, Review cycle, the SENCo will continually evaluate and update the SEN register and monitor the interventions and support available to children to ensure that the SEN needs of each child are being met.

Pupil passports will be reviewed three times a year by the class teachers as part of the termly review process, with children (if appropriate) and in consultation with parents. This will take place around October, February and July although this is a flexible arrangement to meet the needs of individuals.

If the school feel that the child no longer needs SEN support, there will be a consultation with parents and the child will be taken off the SEN register. The child will continue to be monitored through the rigorous assessment and monitoring that is in place for all children.

Where further support is needed

Some children will need support from outside agencies. Currently we work with a wide range of external services including:

- Educational Psychology Services (EP)
- Social, Emotional, Mental Health and Learning (SEMH & L - previously LAWSS)
- Complex Communication (previously CIASS) Speech and Language Therapy Service (SaLT) Sensory Support Service

- Occupational Therapy Service (OT)
- Child and Adolescent Mental Health Service (CAMHS)

You can find out more about local services that we use in our SEND Information Report which is found on our website

Supporting Pupils and Families

Families can find additional help and guidance in Coventry's Local Offer. Please click here for details www.coventry.gov.uk/sendlocaloffer

If a family needs additional support, this can be provided, following an assessment of need, through the CAF system. This is managed in school by our lead learning mentor Debbie Perkins.

Children are supported through times of transition through our learning mentor and SENCo. The learning mentor will coordinate internal transitions and the SENCo alongside the class teachers and learning mentor will coordinate transitions to other settings.

Monitoring and Evaluation of SEND

All SEN services and provision in the school are subject to rigorous monitoring through the gathering of parent, staff and pupil views and governors and SLT monitoring schedules. The progress of SEN children is regularly monitored through work scrutiny, data analysis and pupil progress meetings. The regular monitoring of interventions and provision promote an active process of continual review and improvement of provision for pupils.

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. This is either led by the SENCo or by external specialists and is organised by the SENCo or Senior Leadership Team.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCo regularly attends the SENCo network meetings to keep up to date with local and national updates in SEND.

The SENCo meets with all class teachers to assist them in meeting the needs of the children in their class.

Storing and Managing Information

Manor Park will follow the schools Information Management Policy with regards to storing and managing information held about SEN. All documents regarding SEN will be stored in locked filing cabinets and on secure ICT systems within the school.

Reviewing the Policy

This policy has been written with regard to the SEND Code of Practice (2014). It will be reviewed annually by the SENCo and shared with all staff and governors on an annual basis.

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Manor Park Primary School work closely with the LA to ensure that accessibility is considered in all building work.

Concerns

If you have any concerns about your child, please refer directly to your child's class teacher. They know your child the best and can usually deal with your queries.

Alternatively, you can contact the SENCo at j_shepherd@manorpark.coventry.sch.uk or telephone 02476 501736.

Complaints

If you have any complaints about this policy or SEN in general, please contact the SENCo at j_shepherd@manorpark.coventry.sch.uk or telephone 02476 501736.

Alternatively, please contact the Headteacher at
headteacher@manorpark.coventry.sch.uk

