



# Special Educational Needs and Disability Policy

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Monkspath School recognises that all children at some stage in their school life may have special needs in some area of the curriculum. With this in mind, we aim to ensure that all children have access to a broad and balanced curriculum, giving assistance when required to achieve this either by supporting the children in their classes or withdrawing individuals or small groups according to their needs. Additional support from outside agencies is sought when necessary.

We aim to provide equality of opportunity and access to the Curriculum in a caring and secure environment. We recognise that pupils have a rich and diverse range of strengths and needs and, where possible, should be educated in a mainstream school, providing the appropriate support, advice and resources are available. As far as possible, all pupils are included in all school activities and access the full range of educational and social opportunities that are available to their peers. We promote a whole school ethos that values all children and their families.

Monkspath School recognises that the provision for children with special educational needs is a matter for the whole school. We place a high emphasis on 'early intervention' and the School has a highly trained team of support assistants who transfer good practice into the classroom. In addition to the governing body, the Head teacher, the Inclusion Leader and all other members of staff have important day-to-day responsibilities. We aim, through Curriculum Professional Development, to educate all our staff to be able to meet the needs of SEND pupils as ***all teachers are teachers of children with special educational needs.*** Teaching such children is therefore a whole school responsibility.

The school follows the recommendations in the New Code of Practice (2014), the recommendations relating to the Disability and Inclusion Act and the Solihull LA guidelines for assessing and monitoring the progress of pupils with Special Educational Needs

### **Objectives**

At Monkspath School we are committed to:

- Ensuring that those children with Special Educational Needs receive a broad and balanced curriculum
- Ensuring that all pupils, including SEND pupils, are given equal access to the curriculum with work being differentiated to suit their needs
- Being aware that children at some stage in their education may have special needs.
- Ensuring that pupils with SEND enjoy the same resources as other children, in addition to specialised resources and equipment, including I.T., to meet their specific needs.
- Ensuring that pupils with a physical disability have adequate access to the school building and facilities around the school grounds.

- Following as closely as possible the recommendations contained within the New Code of Practice for Special Educational Needs and the Disability and Inclusion legislation requirements.

We consider a child has special educational needs if he or she has a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they have a significantly greater learning difficulty than the majority of children of the same age or have a disability which prevents or hinders them from making use of educational facilities of a kind provided for children of the same age within the area of the local authority.

Monkspath School recognises the existence and equal importance of other languages and does not regard children as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught. Support is in place through the LA – English as an Additional Language Team.

### **Resource Allocation** **SEN Funding**

Monkspath School receives funding to provide early intervention for children with SEND and for Staff support. Funding is made available from the school budget which is now separated into two funds.

EHCP (Education Health and Care Plan) Funding covers the appointments of Support Assistants who are ‘named’ supporters of Statemented pupils.

SEN Support Funding supports the funding for SEND resources and staffing of the SEN department.

### **Support Materials**

Each curriculum area makes provision for SEND resources. These are outlined in their policy documents.

The sharing of materials is encouraged across Key stages in order to enhance the resources for pupils who require additional and different opportunities to access the National Curriculum. Additional support materials are available for all staff to use, which are found in the Inclusion Leader’s room for use in the classrooms or for individual pupil’s needs.

### **Role of the INCLUSION LEADER**

The Inclusion Leader’s responsibilities include:

- Overseeing the day-to-day operation of the school’s SEND policy
- Co-ordinating provision for children with special educational needs
- liaising with and advising colleagues
- managing learning support assistants
- overseeing 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 and Support Staff
- liaising with external agencies including LA’s support and Educational Psychology services, health and social services and voluntary bodies
- liaising with Secondary Schools.

## **The Graduated Response to SEND**

The SEN Code of Practice advocates a graduated approach, a model of action and intervention in schools and early education settings to help children who have SEND. The approach recognises that there is a continuum of SEN and where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child might be experiencing within the following areas of need:

Communication & interaction  
Cognition and learning  
SEMH (Social Emotional Mental Health)  
Sensory and / or physical

### **How children are identified/ Procedural Plan:**

#### **1) Record of Concern:**

Staff or parents will approach a member of the Inclusion Team if they have concerns over a child. The Inclusion Leader will observe, offer advice and monitor the child over a period of time. If the child's behaviour/learning does not improve, the child will be put on the Register of Need as Band 0+. Strategies and Interventions will be put in place to support the child; these are shared with parents by the Class Teacher.

#### **2) SEN Support Band 0+:**

A child meets the criteria for Band 0+ if they have:

- Previously been identified as a Record of Concern and additional interventions have taken place within school that are in class/additional/different to those being provided. The Class Teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum.
- a diagnosis that does not require external agencies involvement.

#### **3) SEN Support Band 1**

A child meets the criteria for Band 1 if they have:

- Regular interventions that take place within school and outside agencies are involved. The triggers for SEN Support will be that, despite receiving individualised support under Band 0+, the child continues to make little or no progress in specific areas over a long period and is working at National Curriculum Stages substantially below that expected of children of a similar age. Children will also be included at this level if their emotional and behavioural difficulties, sensory or physical needs and communication or interaction difficulties impede upon their learning and progress.
- External Services in an advisory, assessment or teaching capacity will be involved at this stage.
- a diagnosis whereby external agencies are involved with the child
- a Needs Based Plan, Inclusion Plan or Management Plan will be written by the Inclusion Leader to support the child.

- Each child on Band 1 will have their plans reviewed twice a year with staff and parents (June and January) and will involve the Inclusion Leader, Class Teacher, Parents, any involved support services and wherever possible, the child. These plans will set out fresh strategies for supporting the child's progress.
- The delivery of the interventions recorded in the Plan continues to be the responsibility of the Class Teacher/TA/LSA.

#### **4) SEN Support Band 2**

A child meets the criteria for Band 2 if all of the above have been in place and the child does not make progress:

- An Education Health and Care Plan (EHCP) to be requested
- Assessment to be carried out, Educational Psychologist to support and top up funding to be granted.

This provision at Monkspath is seen as a graduated approach. The terminology of the graduated response may alter dependent on recent changes to the Local Authority. Parents will be informed of any changes made. The support however will stay the same.

#### **Request for Education Health and Care Plan (EHCP).**

Where the School makes a request to the LA for an assessment, the child will have demonstrated a significant cause for concern and lack of progress. During the assessment period, the LA seeks parental, educational, medical, psychological and social services advice. The child continues to be supported in School as in SEN Support. If the LA considers that the educational provision necessary to meet the child's needs cannot reasonably be provided within the resources normally available to mainstream school, it will draw up an Education Health and Care Plan.

#### **Education Health and Care Plan**

The delivery of the interventions recorded in the EHCP will continue to be the responsibility of the Class Teacher/TA/LSA.

All EHC Plans are reviewed at least annually with the Parents, the pupil, the LA, the School and professionals involved are invited to consider whether any amendments need to be made to the descriptions of the child's needs or to the special educational provision specified in the statement.

At the review in Year 5, the main aim is to give clear recommendations as to the type of provision the child will require at secondary stage.

#### **Record Keeping and Reviews**

The Inclusion Leader takes responsibility for the record keeping of children identified as having special educational needs. This is done in consultation with the Class Teacher and outside agencies as appropriate. Teachers are responsible for supporting children who are on Band 0+ and for implementing additional targets through strategies within the classroom. Both the

Inclusion Leader and Class Teacher have copies of all relevant documentation. These are kept in the teachers SEN files in each classroom and centrally, by the Inclusion Leader. Strategies for the children on Band 0+ are reviewed regularly by Class Teachers in consultation with parents and where possible, with pupils.

Band 1 and Band 2 (EHCP pupil's) Inclusion/ Needs based/ Management plans are reviewed more frequently, at least on a termly basis. The Plans are informed by information presented during staff consultation and through the review process. External agencies advice is also included on the plan if necessary.

Records of all Plan reviews are kept centrally and also circulated to all those who have contributed in the review process.

Other information e.g. informal discussions with parents or external agencies are also kept with pupil files by the Inclusion Leader.  
All records are treated as confidential.

### **Monitoring Children's Progress**

Early identification of a special need is essential. Any child for whom a concern has been expressed will be carefully and discretely assessed to try to find out where his or her problems lie. This will initially involve the class teacher in consultation with the Inclusion Leader, the child's parents, the child and any other person who may have had contact with the child and able to give relevant information to help build up an accurate picture. The School also uses assessments carried out at all Key stages to monitor pupil's progress.

### **The School's approach to screening is:**

Foundation (F1 / F2)

The Early Years Foundation stage Profile (EYFS) is started in F1 and completed by the end of F2. The Profile covers 7 main areas of assessment:

Personal, social and emotional

Communication and language

Literacy

Mathematics

Understanding the world

Physical development

Expressive Arts and Design

Within the main areas of assessment there are 17 aspects. All 17 aspects are levelled every term.

### **Assessments across Key Stage 1 and Key Stage 2 are as follows:-**

**Yr. 1 – 6** English and Maths assessments are carried out 3 times a year. Value added stages track each pupil's progress across the year and those pupils showing no movement or negative result are monitored closely.

**Yr.1 -6** Science stages are assessed using the Programme of studies from the National Curriculum termly and recorded on the science tracker.

**Yr. 1 – 6** Maths assessments are carried out termly against our assessments

**Yr 1-5** A range of appropriate tests are used termly

**Yr 6** Year 6 pupils are assessed half termly in Reading Writing, SPAG ( Spelling, Punctuation and Grammar ) and Maths using past SAT's papers

**Yr. 1 – 6** For SEN pupils, Reading Ages (RA) are assessed, using the Salford Reading Test and YARC during the Autumn Term 1 (Nov.) and the Summer Term 1 (May), to provide a yearly record of progress.

**Yr. 2 – 6** For SEN pupils, Spelling Assessment, using the Single Word Spelling Test is carried out at the beginning of the September Term to provide a yearly record of each child's progress.

**Yr 1** Phonics Screening Check takes place in June. The results inform future planning and intervention support.

**Yr. 2** SAT's testing takes place after the Easter holidays in the Summer Term. The results inform the Yr. 3 receiving teachers of individual children's National Curriculum levels.

**Yr. 6** SAT's testing takes place after the Easter holidays in the Summer Term. The results inform Secondary Schools at Secondary Transfer.

**Yr. 1 – 6**

Pacemaker our tracking attainment programme on the computer is used to record stages that the children are working at in Maths, Reading and Writing. This program helps to identify 'target' groups or individual children who are working below the NC. expectations and who require additional SEN support.

### **Partnership with Pupils**

Pupils are encouraged to participate where possible in the decision making process that occur in their education. They are involved in assessing their needs, target setting and evaluating their progress. Pupils are encouraged to be actively involved in all aspects of school life and know that their opinions and thoughts are valued.

### **Partnership with Parents and Carers**

Solihull has an active Parent Support Service called SENDIAS (Special Educational Needs and Disability Information Advice and Support Service) which parents are encouraged to contact for support and advice. The service can be contacted via telephone or email ([solihullsendias@family-action.org.uk](mailto:solihullsendias@family-action.org.uk)) There is a notice board outside the Inclusion Room with information leaflets on various Parent Support Groups.

Parents play a vital role in supporting their child's education. They are encouraged to work in partnership with the school and other professionals involved, providing information and support where appropriate. They are invited into school during the year to review progress and discuss target setting for the next Plan. Their views and wishes are sought and recorded. The Inclusion Team also runs regular informal meetings for the parents throughout the year in order to provide a network for those parents.

### **Partnership with Schools at Secondary Transfer.**

An EHC Plan must be reviewed and amended by 15<sup>th</sup> February in the calendar year of the transfer in order to consider Secondary Placement, planning and where necessary commissioning of support and provision at the new institution . (This is in line with Para.9:175 Code of Practice)

Close links are in place with all receiving Secondary Schools. Meetings are arranged for the Heads of Yr. 7 and the Inclusion Leader to visit Monkspath to discuss individual pupils. Secondary Schools now have very effective induction programmes that take effect during the end of the Summer Term where children are encouraged to attend structured induction days. All SEN records are transferred to receiving Secondary Schools along with all other class and personal records at the end of the Summer Term/beginning of the Autumn term

### **Provision for In-service Training**

Provision for in-service training is in line with the School Development Plan. All information on in-service courses is passed to the Inclusion Leader who can then attend relevant courses and disseminate appropriate information in staff meetings. Courses of particular interest to other members of staff are available in the LA Course Handbook which is now available 'on-line' and Staff wishing to apply follow the LA application procedures.

### **Outside Support Agencies**

The school aims to foster a positive working relationship with outside support groups including the health services, social services and LA supporting bodies. Regular meetings are held with Pupil and School Support Services and when necessary, the Educational Psychologist. Links are formed with specific areas of the health authority depending on a child's needs, particularly the School Nurse and the Speech and Language Therapists. At present, the school works with a series of outside agencies including:

- Cognition and Learning Service
- Educational Psychologist
- Speech and Language Team (SISS)
- Social Emotional And Mental Health Team (SISS)
- Speech and Language Therapist – Solihull NHS
- Visual Impaired Service (VIS) / Hearing Impaired Service (HIS) Now known as the Sensory Impaired Services
- Social Services
- School Nurse
- Community Paediatricians
- Physiotherapists

- Occupational Therapists
- Specialist Assessment Service
- Engage
- SOLAR
- Solihull SENDIAS Service

Information about procedures for involving outside agencies can be obtained from the Inclusion Leader. The Inclusion Leader, after discussing with the class teacher and parents, normally takes the central role in liaising with these agencies.

### **Success Criteria**

The success of the SEN Policy can be measured by these criteria.

Children with special educational needs are identified as early as possible.

The provision made for those children is appropriate to their needs and wherever possible, children are integrated and enabled to participate in all aspects of school life.

Children make progress and move back down the stages.

All children have a positive attitude towards themselves and their work.

All teachers are familiar with the policy and the Stages of the Code of Practice.

Plans are appropriate and user –friendly for the Inclusion Leader, Teachers and support staff.

Teachers and Learning Support Assistants are confident about using appropriate teaching strategies with children with special educational needs.

Parents are consulted and kept informed at all stages in an open, sensitive manner.

Positive links are formed with outside agencies.

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