



Malmesbury C of E Primary School

Company Number 08483768

Special Educational Needs and Disability (SEND) Policy

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Malmesbury C of E Primary School

Tetbury Hill

Malmesbury

Wiltshire, SN16 9JR

Tel: 01666 823514

Headteacher: Steve Heal

E-mail: admin@malmesbury-pri.wilts.sch.uk

Website: www.malmesburyprimaryschool.co.uk

Introduction

At Malmesbury C E Primary School we believe that all children have an equal right of access to all areas of the curriculum and to a full and rounded education. Each child should be allowed to develop in the way and at a pace appropriate to them.

Definition of Special Educational Needs & Disabilities (SEND)

Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning 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 generally provided for children of the same age in school.

Special educational provision means:

“For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of this age in schools maintained by the LA, other than special schools in the area.” **SEND Code of Practice 0-25 (2014)**

Rationale

At Malmesbury Primary School we believe in providing every possible opportunity to develop children’s full potential. We are committed to the principle of equality for all its pupils to a broad and balanced curriculum. We aim for all children to feel valued and to have their self-esteem, skills and abilities promoted. We believe that every teacher is a teacher of every child, including those with SEN. This policy has been developed in consultation with our teachers and governors, reflecting the aims set out in the SEND Code of Practice, 0-25 guidance (2014). It has been shared with our parents and families through our SEND School Information Report which can be accessed through the school website.

Aim

At Malmesbury Primary School, our intention for our pupils with Special, Educational Needs and/or Disabilities (SEND), is to ensure that all children receive a high-quality and ambitious education regardless of need or disability. We are an inclusive school that recognises and celebrates pupil’s interests, talents and differences. We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners, both in and out of the classroom. We are committed to ensuring all pupils, including those with specific and complex needs, receive the highest standard of care and access to an inspiring and wide ranging curriculum.

As a school, we aim to raise the aspirations and expectations for all pupils with SEND. We provide a focus on outcomes for children and young people and not just the hours of provision/support provided for those pupils with additional needs.

Purposes

The purposes of this policy are:

- To identify and monitor pupil’s individual needs at the earliest possible opportunity to promote achievement and pupils reaching their full potential.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To work in close partnership with parents and pupils who have additional needs, ensuring that they are kept fully informed and involved in working towards the desired outcomes for those pupils, encouraging pupil involvement in setting short term and long term goals.
- To operate a ‘whole pupil, whole school’ approach to the management and provision of support for special educational needs.
- To provide support and advice for all staff working with special educational needs pupils.
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.
- To ensure SEND provision is an integral part of the School Improvement Plan and the school’s self-evaluation process.
- To ensure the quality of SEND provision is continually monitored.

- All information related to SEND is available as part of the SEND Information Report which is on the school website.

Responsibilities

The Governors have a statutory duty to ensure that the needs of all children within the school are met and this includes those with SEND.

In this school this is overseen by the nominated governor for SEND, **Mrs Julie Brown**.

The Governing Body should:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs;
- Ensure that where the 'responsible person' – the Head Teacher or the appropriate governor – has been informed by the LA 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 parents are notified of a decision by the school that SEND provision is being made for their child.
- Ensure that all steps are taken not to discriminate against children with a special educational need and/or a disability in the school's admission 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 a child with special educational needs 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 child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources;
- Have regard to the SEND Practice (2014) when carrying out its duties toward all children with special educational needs.
- Consult the LA and the Governing Body of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area.
- Have a written SEND policy containing the information as set out SEND Code of Practice (2014)
- Report to parents on the implementation of the school's policy for children with special educational needs in the school profile and the school's prospectus.

The Head Teacher is responsible for:

- The delegation of responsibilities for SEND.
- Overseeing funding arrangements.
- Maintaining a positive school ethos by recognising achievement at all levels.
- Ensuring that SEND and equality of curricular access are included in all school documents, policies and planning (refer to policies).

The SENDCo is responsible for:

- Co-ordinating the provision of SEND throughout the school.
- The day-to-day operation of the SEND policy.
- Making sure that procedures for identification and assessment are observed.
- Providing advice for staff and liaising with them on completion of My Support Plans and setting outcomes for those pupils with additional needs.
- Working alongside staff at both Key Stages assessing pupil's needs, ensuring pupils make progress.
- Liaising with outside agencies, including Early Years settings.
- Maintaining the SEND Register.
- Overseeing and maintaining specific resources for SEND.
- Monitoring, evaluating and reporting on provision to the Governing Body.
- Contributing to the in-service training of staff.

Class Teachers have responsibility to:

- Ensure that all pupils have full access to the curriculum.
- Ensure that individual needs are identified.

- Ensure that pupils feel valued and secure.
- With the support of the SENDCo, ensure all SEN Support Plans that are in place are reviewed and updated three times per year, with parents and pupils fully involved in all discussions around the outcomes set out on these plans.
- Give clear guidance to all Teaching Assistants working with children with additional needs.
- Ensure that any additional support/intervention is linked to the learning that takes place back in the classroom to ensure continuity for the child.

Teaching Assistants (TAs) are valued team members and have responsibility for:

- Helping pupils to work towards their desired outcomes set out on their SEN Support Plan or Education and Health Care Plan either in small groups or individually.
- Supporting class teachers to ensure that all pupils have full access to the curriculum.
- Reporting progress or areas of concern to the class teacher and SENDCo.

Arrangements for co-ordinating provision for children with SEND

The needs of the majority of children will be met in the classroom through Quality First Teaching.

Teachers are expected to make every effort to ensure that children with special educational needs are fully involved in the life of the class. The key knowledge taught is accessible to all pupils, with teachers adapting their teaching to meet the needs of the pupils as opposed to altering the learning content that is delivered. Teacher's aim to minimise children's cognitive load through use of simple language, minimizing distractions, repetition, and routine. The use of knowledge organisers, provide a visual reminder of key knowledge, presenting using key vocabulary, diagrams and timelines. Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or a specialist staff; additional intervention and support cannot compensate for a lack of good quality teaching. The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had **all** of the intervention/adjustments and good quality personalised teaching.

(SEND Code of Practice 0-25 2014 pg. 88 Section 6.27 onwards)

Identification and Assessment arrangements and review procedures

In accordance with the Children and Families Act 2014, Malmesbury Primary School aims to identify SEND at the earliest point and then make effective provision that improves the long-term outcome for the child.

Children with SEND are identified through the following.

- The attainment and progress of each child is continually monitored and regular progress review meetings with the senior leadership team take place. Those pupils not making expected progress are identified and a graduated response of ASSESS-PLAN-DO-REVIEW is used.
- Class Teachers use pupil concern sheets to record any initial concerns and to gather information based on their assessment of the pupil before discussing these concerns with the SENDCo.
- Class teachers are constantly aware of their children's learning. If they observe that a child is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause.

This can be characterised by progress which:

- Is significantly slower than that of their peers, starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.

Broad Areas of Need

SEND in schools is split onto four areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and Physical needs

<p>Communication and Interaction</p> <p>This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate characteristics within the autistic spectrum.</p>	<p>Cognition and Learning</p> <p>This includes children who demonstrate features of moderate, severe, or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia, or dyspraxia etc.</p>
<p>Social, mental and Emotional Health</p> <p>This includes children who may be withdrawn or isolated, disruptive, hyperactive or lack concentration.</p>	<p>Sensory and/or Physical Needs</p> <p>This includes children with sensory, multi-sensory and physical difficulties. Behavioural difficulties do not necessarily mean that a child or young person has a SEND and should not automatically lead to a pupil being registered as having SEND.</p>

At Malmesbury Primary School we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person. We also take into consideration what is NOT SEN but may impact on progress and attainment. These include:

- Disability (the Code of Practice outlines the ‘reasonable adjustment’ duty for all settings and schools provided under current Disability Equality legislation-these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a service man/woman

Following a review of the strategies or approaches it may be necessary to make provision, which is additional to, or different from, that which is already provided. It may be that the child:

- Makes little or no progress even when teaching approaches are targeted to their needs.
- Shows signs of difficulty in developing skills in literacy or mathematics.
- Shows persistent signs of emotional or behavioural difficulties, which are not addressed through the behaviour and discipline approaches, used in school.
- Has physical or sensory problems and despite specialist equipment being provided still makes little or no progress.
- Has communication and/or interaction difficulties which lead to them making little or no progress.

The school will seek additional information from the parents/carers, and in some cases, outside agencies, who may be involved with the child. When we have all the available information (including the gathered through using the Wiltshire Graduated Response to SEN document) we will consider with the parents and the child the next strategy for action. This may involve engaging the child in an appropriate intervention. Any provision made and the progress made by your child will be discussed with you at parent evenings or through our normal channels of communication.

Where, despite all of our efforts, the child continues to make little or no progress in relation to the targets set, process will move to **SEN Support**.

A Graduated Approach to SEN support

The additional support provided for these pupils will still be tracked through our class and individual provision maps but could also involve contacting external support services provided by the LA and other external agencies such as the Health Authority through the DART and SPA referral systems. A one-page profile will also be set up for the child at this stage to ensure all those involved with the child are clear on how best to support them. We will seek advice on achievable outcomes and strategies, or more specialist assessments

that can help us with our planning. Desired outcomes will be set for pupils after consultation with these agencies, parents/carers, the child, SENDCo and class teacher. Parental consent will be sought before any outside agencies are involved.

Where pupil needs are more complex and progress remains slow, a SEN Support Plan may also be introduced to document in more detail what works and doesn't work for the child and what the key focus areas (outcomes) are for that pupil. Through continuing the cycle of ASSESS-PLAN-DO-REVIEW further multi-agency support may also be needed through the Early Help Assessment process.

A SEN Support Plan will include information on:

- The child's strengths and weaknesses
- The names of staff and/or outside agencies involved with the targets
- Short-term and long-term desired outcomes for the pupil
- The teaching strategies that will be used to support the child
- What the additional provision will be and the success criteria for this support
- All of the review meetings that have taken place and the progress made towards achieving the desired outcomes.

Requesting an Educational, Health and Care Needs Assessment

Where, despite all endeavours and with a SEN Support Plan in place for a minimum of 12 months with at least 2 reviews of this plan, the child still makes little or no progress in the areas targeted, there will be discussions with the parents and child and an approach to the LA through an SEND Lead Worker can then be made to request an Educational, Health and Care Needs Assessment, with the My SEN Support Plan as the supporting evidence. This may or may not result in the LA issuing an Education and Health Care Plan (EHC Plan), in Wiltshire this is called a My Plan. Where a child has an EHC Plan, a My Plan Review meeting will be held annually at which parents/carers, child, outside agencies, SENDCo and other staff as appropriate, will be invited to attend. This review monitors the progress against the objectives of the My Plan EHC Plan and any actions to support them. This meeting has a child centred approach and involves all parties equally in the discussion that takes place.

Admission Arrangements

The admission policy is based on the agreed Wiltshire policy. All pupils will be treated according to their needs in line with the school's policy for equality or provision. No pupil will be denied admission because of his or her creed, race, physical or academic attainment. Where a pupil has a particular need, the governors will make every effort to ensure that pupil's needs are met. If a pupil is transferring into the school with an EHC Plan or who has been receiving extra support in their previous school the continuation of this support will be negotiated through the LA to ensure their needs can be met. The school will only accept pupils prior to their normal admission date if requested by outside agencies.

At the beginning of each academic year, consultation will take place between year group teachers and SENDCo if required, to discuss the child's progress, difficulties and present needs. Any variations of the above will need to be agreed by the full governing body.

Specialist facilities

There are no specialist facilities or special unit in the school.

Criteria for evaluating the success of the policy

The policy will be evaluated against the objectives set out in the policy measured by:

- An analysis of teachers planning, which identifies specific objectives for pupils with additional needs and work sampling carried out by the SENDCo at regular intervals.
- The percentage of pupils with additional needs being fully involved in all aspects of school life
- Increased parent awareness of the desired outcomes for pupils by discussing and receiving copies of SEN Support Plans and EHC Plans for their child.
- Increased governor awareness of their responsibilities and discussion of the implications of additional needs at both full governor's meetings and sub-committees. Regular opportunities for the SEN governor to experience first-hand, the SEN provision in place at the school and liaise with SENDCo at regular intervals.
- Pupils' involvement in discussing, constructing and reviewing their one-page profiles and their views added to their SEN Support Plans.
- Pupils' progress and attainment, as measured by objective testing and teacher's professional judgement.

- The Head Teacher's continued recognition that the curriculum must be relevant to all pupils by taking additional needs into account in the formulation and implementation of policies throughout the school.
- Increased TAs Teaching Assistant understanding of their role in the school in relation to pupils with additional needs and working collaboratively with the SENDCo, teaching staff and staff from external agencies.
- Increased teacher's familiarity with and implementation of the school's SEND policy and approaches to meeting the needs of pupils with additional needs.
- The LA receiving timely information about the progress made by pupils with additional needs including those with EHC Plans
- Well established links with pre-school groups and secondary schools, evaluated through inclusion and smooth integration new settings.

Complaints procedure

If parents or carers have a complaint concerning provision for their child, they should initially discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENDCo and the Head Teacher. Should the matter still be unresolved the parents should contact the SEND Governor. If the complaint remains unresolved the chair of governors should be involved and finally, after an appeal by parents the complaint should be taken to the LA.

Staff training and liaison

Through the monitoring and evaluating of the provision the SENDCo, with the Head Teacher will identify any professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives. Staff who attend further courses will feedback on courses attended through staff meetings. The effectiveness of such professional development will be monitored and evaluated by the SENDCo, and information provided during the annual evaluation of the school's overall SEND provision.

The SENDCo regularly attends local network meetings to keep up to date with local and national updates in SEND.

Dyslexia Friendly School Award

Malmesbury Primary School was awarded 'Dyslexia Friendly School' status in July 2022 through a two year project, working alongside the BDA (British Dyslexia Association). The project helped to raise dyslexia awareness within the school and local community and ensured that our classrooms remain dyslexia friendly, offering resources and support for all of our pupils. Many of the dyslexia friendly strategies implemented are approaches that all of our children can benefit from, which ensures that our quality first teaching is consistently inclusive.

A Dyslexia Friendly/SpLD policy has been written, underpinning the key principles of the project, supporting the ethos and values of the school, which should be read in conjunction with this SEND policy.

Equal Opportunities and Inclusion

Through all subjects we ensure that Malmesbury C E Primary School meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of children to ensure inclusion for all and that all children are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SENDCo and individual teachers to ensure all children have equal access to succeeding in this subject. Through appropriate curricular provision we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

All children will be given full opportunity to be included into the daily activities of the school community, including school visits. Risk assessments and procedures are in place to enable all children to participate. If it is deemed that a child needs one to one support, then resources and appropriate provision will be allocated.

Links and use of outside agencies

Close links are maintained with the LA support services to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENDCo will usually make the necessary arrangements and discuss with parents accordingly. These agencies normally include the Local Authority Team including the Educational Psychology Service, the Learning Support (SSENS), the Physical and Sensory Impairment Support Service team, the Wiltshire Speech and Language Therapy Service, the Behaviour Support Service (BSS), Health and LA personnel. Any or all of these agencies may be involved in the construction, delivery or review of targets set in children's EHC Plans to ensure children's attainment is raised and progress made.

Partnership with parents/carers

Parents are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents/carers' contribution to their child's education is valued highly by the staff of the school. Parents are encouraged to involve their child in the decision-making processes, including recording their views and those of their child. The school will also update parents with relevant information.

Sensitivity, honesty and mutual respect encourage 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 at the school. The ways in which they participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years. Children are encouraged to have a voice in deciding the priorities for our School Improvement Plan through the school council. They take ownership of their learning outcomes by discussing their progress and what they can do to improve. For children with SEN this includes discussing the strategies for their success. Children are encouraged to take part in reviewing their progress and in setting new goals and challenges.

Links with other schools

Links are maintained to ensure smooth transfer at school entry through liaison and visits to Early Years settings. Pre-school children are invited to visit Malmesbury Primary School for induction visits in the term before they start school. Children with SEND who transfer from other schools are supported through their induction to the school by the class teacher, SENDCo to ensure that they have a smooth transition. Links are maintained with Malmesbury Secondary School to ensure smooth transition from Year 6 to Year 7.

The SENDCo from the secondary schools remains in close contact during the transition process and regular discussions take place with our SENDCo from Term 4 onwards. Parents of children with SEND are also encouraged to contact the secondary schools to discuss their child's specific needs. Additional, enhanced transition plans are made on a case by case basis. Other links will be established with Wiltshire Special Schools when necessary, to enhance the provision made by Malmesbury Primary School.

Roles and Responsibilities

Teaching Assistants Line managers: SLT

Name of designated safeguarding lead: Steve Heal

Member of staff responsible for managing PPG/LAC funding: Steve Heal

Member of staff responsible for managing the medical needs of pupils: Steve Heal

Reviewing the Policy

This policy will be reviewed annually.

Compliance

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
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum, in England Key Stage 1 and Key Stage 2 framework document 2014
- Safeguarding Policy

- Accessibility Plan
- Teaching Standards 2013
- Malmesbury Primary School Dyslexia and SpLD Policy 2021

The policy was created by the SENDCo with the SEN Governor in liaison with the Head Teacher, and staff.

Contact details

Laura Phillips, SENDCo
lauraphillips@malmesbury-pri.wilts.sch.uk

Julie Brown, SEND Governor
admin@malmesbury-pri.wilts.sch.uk

Policy adoption

Signed Steve Heal
(Headteacher):



Date: 09 January 2024

Signed Laurence Mussett
(Chair of Governors):



Date: 09 January 2024