



Special Educational Needs and Disability Policy

*Welcoming and serving all
Through
Discovery, enjoyment and nurture*

Reviewed annually

Reviewed Summer 2022

Approved by Governors

Introduction

Miserden C.E. Primary school offers a spiritual and moral basis for the development of human wholeness and a sure foundation for personal and social values based on the person and ministry of Christ. As a community of faith, Miserden C.E. Primary School should, reflects the nature of the Trinity, a life shared and defined by reference to others. Here we can begin to discover who we are, why we are, and – perhaps most importantly – what we might be.

In our school our Christian vision shapes all we do –

*Welcoming and serving all
Through
Discovery, enjoyment and nurture*

The school welcomes and serves all in its community. We work to mirror the body of Christ believing that everyone brings gifts and talents that enrich our life together. We treat one another with generosity, compassion, respect, forgiveness and friendship inspired by the parable of the Good Samaritan. We strive to ensure the children of our school receive the very best education possible believing that an excellent standard of Education is an expression of God's love for us.

Miserden C of E Primary School values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with SEND are valued, respected, and equal members of the school.

To this end, provision for pupils with SEND is a matter for the school as a whole. All teachers are counted as SEND teachers.

The Governing Body, Head Teacher, Special Educational Needs and Disability Co-ordinator (SENDCO – Mrs L Mitchell) and all other members of staff recognise they have important responsibilities (see following page).

All schools are guided by the Code of Practice on Special Educational Needs. This recommends a graduated approach to meeting children's needs. The revised S.E.N.D Code of Practice stipulates a graduated approach of intervention through 'My profile, My Plan, My plan+ and assessment, to an Educational Health Care Plan (EHCP). Parents are involved in all of the stages.

A pupil's special needs may include:

- Learning difficulties
- Emotional and behavioural difficulties
- Physical disabilities
- Hearing difficulties
- Visual difficulties
- Speech and language difficulties
- Medical needs

MISERDEN C OF E PRIMARY SCHOOL WORKS WITHIN THIS CODE OF PRACTICE

Objectives:

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND.
- To enable pupils with SEND to maximise their achievements.
- To ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed.
- To ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum including the Foundation Stage and the National Curriculum as appropriate.
- To work in partnership with parents to enable them to make an active contribution to the education of their child.
- To take the views and wishes of the child into account.

Roles and Responsibilities

Head Teacher and Governing body:

Have due regard to the Code of Practice when carrying out their duties towards all pupils with Special Educational Needs, the Head Teacher and Governing Body should:

- Oversee the necessary provision for any pupil identified as having Special Educational Needs.
- Ensure that all teachers are aware of the importance of providing for these children.
- Ensure the SEND governor is up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed
- Consult the LEA and other schools, when appropriate.
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

The Governing Body has identified a governor (Mrs C Musgrave) to have specific oversight of the school's provision for pupils with Special Educational Needs. The SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

SENDCO:

The 'responsible person' in this school is the SENDCO. The SENDCO ensures that all those who teach children with Special Educational Needs are aware of the nature of the EHC Plan or My plans. Through:

- Managing the day to day operation of the policy.
- Co-ordination of the provision for and management of the responses to children's special needs.
- Provision of support and advice for colleagues.
- Overseeing the records of all children with SEND.
- Acting as a link with parents.
- Acting as a link with external agencies and other support agencies.
- Monitoring and evaluating the Special Educational Needs provision and reporting progress to the governing body.
- Management of a range of resources, human and material, to enable appropriate provision for children with SEND.
- Contribution to the professional development of all staff through staff meetings and/or training.

Teacher:

- Initially identifies child's difficulties whether physical, learning or behavioural.
- Writes and evaluates My Plan targets for children with SEND in their care in partnership with the SENDCO.
- Provides good quality first teaching.
- Provides work which allows the child to access the curriculum and addresses their individual targets.

Teaching Assistants (SEND)

- Are informed of pupil expectations and given time and resources to provide the provision.
- Are specifically trained or receiving training which informs them of appropriate strategies to support pupils' needs where necessary.
- Foster pupil participation and promote independence.
- Identify the Individual targets, addressed in sessions, on lesson evaluations.

Allocation of Resources

The SENDCO/ head teacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHC Plans

The SENDCO informs the Governing body (through the SEND governor and Head teacher) of how the funding allocated to support special educational needs has been deployed.

The Head Teacher/ SENDCO decides on how to use funds directly related to EHC Plans. The SENDCO/ Head Teacher allocates funding and identifies resources needed during planning for the next school improvement plan and financial cycle. This will be shared with the SEND governor and approved by the Finance committee as part of the budget review cycle.

Identification, Provision, Assessment, and Review

Children with Special Educational Needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age;
- They have a medical condition or physical disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
- They have emotional or behavioural problems that hinder effective learning;
- They have been identified and receive support in a pre-school setting within the definitions above;

AT MISERDEN C OF E PRIMARY SCHOOL

Many of the children who join our school have already attended an early education setting. In some cases children join us with their needs already assessed. All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of a personalised curriculum for all our children.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called Area of Concern. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices to give the pupil opportunity to catch up with their peers. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs and Disabilities Co-ordinator (SENDCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENDCO will then take the lead in further assessments of the child's needs. Early identification is vital. The class teacher will inform the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

A 'My Plan' is written at this point to identify strategies and targets to support the pupil's learning and monitor progress. (Appendix 3). This plan will involve parents, teachers, pupils support staff and possibly the Educational Psychologist working closely together to develop an appropriate programme. My Plans will focus on:

- Setting three or four key individual targets to help meet the individual pupil's needs and particular priorities;
- Relating targets to key areas in communication, literacy, mathematics and aspects of behaviour or physical skills;
- Seeing that the pupil's strengths and successes should underpin the targets set and the strategies used.

The targets written within the My Plan will enable the child's progress to be monitored and assessed as part of an ongoing process. All My plans will include information about:

- The short term targets set for or by the pupil
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when the My Plan is reviewed).

The assessment of children reflects as far as possible their participation in and achievement across the whole curriculum. The class teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The Local Authority seeks a range of advice before making a formal EHC Plan. The needs of the child are considered to be paramount in this.

All pupils on the SEND Register who require a My Plan to support behaviour or learning issues require contact with parents each term to review and assess progress and future targets for the pupil. (See Appendix 4)

At Miserden we propose to hold these meetings every 6 weeks or earlier if a review is needed. These meetings can be held as part of the usual Parent consultation process for children with My Plans, however, additional/separate meetings will be held for pupils with My Plan+ and Assessment or for pupils with an EHC Plan.

Review meetings are to be held between class teacher, SENDCO (where necessary), parents and pupils (where possible). Preparation for the meeting should:

- explain what the meeting will be about
- Review the previous My Plan

- Set targets for the new My Plan. Unless the child no longer needs a My Plan

All My Plans will be kept as evidence of legal requirements being upheld.

An annual review for a pupil with an EHC Plan will follow guidelines provided by SEND Code of Practice (See Appendix 5)

Access to the Curriculum

All pupils have the entitlement to a broad, balanced and relevant curriculum. All pupils with SEND are taught with their peers in mainstream classes by class teachers and study a curriculum appropriate for their age and ability. This provides the opportunity for an inclusive curriculum for all. All teaching and support staff are aware of the National Curriculum Inclusion Statement and in their planning and teaching they strive to:

- Provide suitable learning challenges.
- Meet the pupils' diverse learning needs.
- Remove the barriers to learning and assessment.

With advice from and the support of the SENDCO, teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning or the assessment processes.

The school and teachers regularly review issues related to pupils with SEND and classroom organisation, teaching styles and methods, materials and tasks to determine how those could be improved.

Literacy and Numeracy support is given within daily class lessons and extra sessions are kept to a minimum and where possible rotated through the curriculum to ensure there is no negative impact of withdrawal sessions on the pupils' whole school experience.

Access to the Wider Curriculum

In addition to the statutory curriculum, the school provides pupils with the opportunity to experience a wide range of additional activities. These include School Productions/Residential Adventurous activities/Extra-curricular Arts and Sports Clubs. Pupils with SEND are actively supported and encouraged to join in and benefit from these activities. The health and safety of all pupils, including those with SEND, is monitored carefully throughout these activities. Additional support may be provided to ensure a pupil with SEND can access these additional activities.

Assessment of pupils

At Miserden School pupils are regularly assessed through the following methods.

- Daily monitoring by the class teacher and /or TA. This is done through a variety of methods including discussion with the pupil, looking at their work, discussion with other staff
- Formal monitoring is where a pupil will take a specific test or task. These include SATS, reading and spelling tests.

Monitoring and Evaluating the Success of the Education Provided for Pupils with SEND

The school, including the Governing Body is committed to regular and systematic evaluation of the effectiveness of its work. The school employs a series of methods to gather data for analysis including:

- Regular meetings between SENDCO/Head Teacher/Class Teachers/Teaching Assistants

- Regular observation of teaching
- Analysis of the attainment and achievement of all pupils including those with SEND.
- Success rates in respect of My Plan targets.
- Scrutiny of teachers' planning and pupils' work to match My Plan requirements.
- The views of parents and the pupils expressed at review meetings.
- Regular monitoring by the SEND Governor
- Maintenance of assessment records that illustrate progress year on year. This is completed as part of the whole school assessment process allowing accurate comparisons with year group peers.
- Reading age
- Spelling age

As a result of the above, the school reports to Governors upon its and pupils' successes and identifies aspects for future development.

Arrangements for Dealing with Complaints from Parents

The school has a set procedure to deal with any complaints from parents. These should initially be addressed to the Head Teacher and an attempt will be made to resolve them informally. If this fails there is a formal appeals procedure available to parents through the Clerk to the School Governing Body (see School Prospectus)

Arrangements for Continued Professional Development

- SENDCO attendance at local cluster and county meetings
- SENDCO to attend appropriate meetings of local SEND Organisations
- Training for TAs and non-teaching staff, e.g. midday supervisors where necessary
- Whole school training sessions.
- Sharing good practise across schools

In school the SENDCO/ Head Teacher, organises and delivers a planned programme of training for teachers and/or support staff regarding different categories of SEND Arrangements when inducting newly qualified teachers. Staff who are new to the school are inducted in SEND issues relating to the school and their class.

Partnership with Parents of Pupils with SEND

In accordance with the SEND Code of Practice the school believes that all parents of children with SEND should be treated as equal partners. The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice. Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEND framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision making processes about Special Educational provision.

Other related school documents

Teaching and Learning Policy

APPENDIX SEND POLICY

1. Telephone numbers for further information
2. Guidance on writing My Plans & pro-forma
3. SEND Referral Codes
4. Preparing for and conducting annual reviews
5. Preparing for and conducting annual reviews
6. Parents information booklet
7. Enabling pupil participation

APPENDIX 1

SEND CODE OF PRACTICE

The Graduated Approach in the Primary Phase:

My Profile

My Profile is completed by all pupils across the school. It provides pupil centred information which may include: What is important to them; their hopes and goals; and what helps them and doesn't help them

My Plan

When a class teacher identifies that a pupil has SEND – the class teacher devises interventions additional to or different from those provided as part of the school's usual differentiated curriculum offered:

- The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme – a My Plan will usually be devised.
- SENDCO could take the lead in:
 - planning future interventions for the child in discussion with colleagues
 - monitoring and reviewing the action

My Assessment and My Plan+

- SENDCO and class teacher, in consultation with parents, ask for early help from external services
- A Team around the Child (TAC) meeting will be held to assess the full needs of the child
- Class teacher and SENDCO are provided with advice or support from outside specialists
- Additional or different strategies to those at School Action are put in place – a My Plan+ will be devised
- Additional support will be provided, when required, to deliver additional intervention
- SENDCO should take the lead in:
 - any further assessment of the child
 - planning future interventions for the child in discussion with colleagues
 - monitoring and reviewing the action taken.

EHCP

This is required when a pupil has significant educational needs and may require a higher level of support. This may include:-

- Reading age more than two years behind chronological age, with significant problems documenting written work.
- Serious emotional or behavioural difficulties which provide a significant barrier to learning.
- Physical disability which results in a pupil's inability to make the required progress, as expected for age and ability.

APPENDIX 3

Guidance on writing My Plans

When should a My Plan be used?

My Plans should be used to set out the interventions for individual pupils. The Plan should only record key short-term targets and strategies that are different from or additional to those in place for the rest of the group or class. The targets in the Plan are likely to have a specified timescale that will be dependent on the identified need.

Where a pupil has an EHC Plan the setting of short-term targets and the strategies employed should be linked to the overall objectives and provision as set out in the EHCP. In the majority of cases the strategies to meet these targets should be set out in a My Plan. Therefore, there will be children with SEND, with and without an EHCP, who do not have a My Plan because their needs are met and recorded through alternative methods. However, their individual targets, the strategies to meet them and their progress must be recorded as part of the overall records of all the children in the group.

My Plans are **not** meant to duplicate any other planning including individual target-setting processes or curriculum planning that is recorded for the child elsewhere.

When devising My Plans teachers must be clear about their purpose or purposes and their audience. My Plans should be written in straightforward, jargon-free language.

What should be included a My Plan?

My Plans should focus on:

- Up to three or four key individual targets set to help meet the individual pupil's needs and particular priorities
- Targets should relate to keys areas in communication, literacy, mathematics, and aspects of behaviour or physical skills
- The pupil's strengths and successes should underpin the targets set and the strategies used

The Plan should include information about:

- The short-term targets set for or by the pupil
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when the My Plan is reviewed).

Setting too many targets at one time is not appropriate. Obviously the full breadth of the curriculum should continue to be offered to the pupil but the My Plan targets should be limited to current agreed priorities.

Where a child with identified SEND is at serious risk of disaffection or exclusion the My Plan should reflect appropriate strategies to meet their needs. A Pastoral Support Programme should not be used to replace the graduated response to special educational needs.

Some schools may choose to add overarching long-term aims so as to put the My Plan into context. A long-term aim can also help identify the outcomes and the pupil progress, which should be linked to the original targets and inform the setting of the next targets. Success criteria in a My Plan mean that targets have been achieved and new targets need to be set, whilst exit criteria mean that not only have the targets been achieved but that a My Plan may no longer be required

Teachers should generally aim to include **SMART** targets:

- **S**pecific
- **M**easurable
- **A**chievable
- **R**elevant
- **T**ime bound

But, there will be occasions when less measurable but assessable targets that can record progress would be more appropriate.

It is often helpful to precede targets with a phrase similar to:

“by the end of the term, John will be able to...”

Although not part of the My Plan, teachers will need to refer to the pupil's individual record or pupil profile, which should include baseline or entry level assessment as well as information about a pupil's particular needs and current strengths. Where appropriate, the profile should also record information about the pupil's needs in relation to the general strategies to enable access to the curriculum and the school day.

The information about a pupil's particular needs for access to the curriculum will need to be communicated to all staff. In some situations, this may be an addendum to the My Plan, although issues of confidentiality about certain issues may need to be considered.

When pupils have severe and complex needs there will be a number of individual needs of which all staff should be aware. It is a matter for the school, in consultation with parents, professionals and the pupil, to decide how strategies for such activities as eating, dressing and mobility are recorded and disseminated; but targets in these areas may need to be recorded in the pupil's My Plan. However such targets and strategies are recorded, they must be shared with parents and reviewed on a regular basis and discussed at the annual review.

Managing My Plans

The procedures for devising My Plans and reviewing them must be **manageable**. The My Plan should be considered within the context of the overall class management of all pupils and staff. Timeslots for delivery of the My Plan should be realistic and integral to classroom and curriculum planning. Regular periods of time to work with the pupil, or for the pupil to be working at specific My Plan targets, should be recorded in the teacher's daily or weekly teaching plans for the class and in the class file.

All My Plan targets must be **achievable** for both the pupil and the teacher. Targets should be in small steps so that success is clearly visible to the pupil, the parents and the teacher. As the pupil becomes more self-confident and the rate of progress increases so the challenges can be made more rigorous.

Roles of class and subject teachers and SENDCOs

All relevant staff in the school or setting who may come into contact with the pupil should be made aware of the individual targets and the planned intervention.

Pupil progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the pupil and pupil's peers

- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the pupil's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills and self esteem/value
- Demonstrates improvements in the pupil's behaviour
- Is likely to lead to appropriate Sats/P Scales level of achievement
- Is likely to enable their participation in the next stage of their education.

APPENDIX 4

MISERDEN C OF E PRIMARY SCHOOL

SEND Referral Codes

Code of Practice Stage	
My Profile	Area of concern (For pupils just dipping below their peers)
My Plan	
My Assessment and My Plan +	
EHCP	

Types of SEND	
HI	Hearing Impairment
VI	Visual Impairment
MLD	Moderate Learning Difficulties
SLD	Severe Learning Difficulties
PMLD	Profound and Multiple Learning Difficulties
ASD	Autistic Spectrum Disorder
SPLD	Specific Learning Difficulty
BESD	Behavioural, Emotional and Social Difficulties
SLCN	Speech, Language or Communication Needs
PD	Physical Disability
OTH	Other (including medical)

APPENDIX 5

Preparing for a My Plan review

The purpose is to ensure that the school and parents review and evaluate effectiveness and relevance of provision set out on a My Plan.

At each review period arrangements should be made for class teacher, SENDCO (where necessary) and parents to meet. The child can be included in the meeting to ascertain their views on their progress and next steps.

The minimum review cycle is

- Autumn Term - parent's Evening
- Spring Term - Parent's Evening
- Summer Term - Review meeting + Annual report.

The meeting will include the following:

- Old targets to be reviewed
 - Successes to be shared
 - Causes for concern discussed
 - New targets for next term discussed
- Following the meeting a copy of new My Plan will be provided to parents.
 - During the term further contact with the parents will be made via established whole school routines.

APPENDIX 6 PREPARING FOR AND CONDUCTING ANNUAL REVIEWS FOR EHCPs

The LA initiates the annual review process by writing to school.

The annual review is in three parts:

1. Collection and collation of information
2. Annual Review Meeting – TAC meeting
3. LEA reviews the statement in the light of the review meeting paperwork, and decides whether to continue the EHCP, amend it or cease to maintain it.

The SENDCO of the pupil's school:

- Seeks written advice from parents and professionals
- Seeks the ascertainable views of the pupil
- Convenes review meeting
- Prepares review paperwork

Those who must be invited to the review meeting or to send a report:

- Child's parent
- Relevant teacher
- Representative of the funding LA
- Professionals working with the pupil

And where appropriate:

- In the year of transfer – a representative from the receiving school.

The annual review meeting:

In the light of the reports the meeting should consider:

- The pupil's views
- The Parents' views
- The pupil's overall progress over the past year, especially in relation to the specific educational needs
- The pupil's progress towards meeting the overall targets in the EHCP
- National Curriculum levels including the most recent end of key stage assessment
- The pupil's current levels of attainment in literacy and mathematics
- Comments upon any continuing difficulties, noting successful strategies
- Any significant changes in the pupil's circumstances
- Any changes in the pupil's special educational needs
- Any changes to requirements for equipment, aids and access