



SEND Policy

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Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Definitions	2
4. Roles and responsibilities	3
5. SEND information report	4
6. Monitoring arrangements	8
7. Links with other policies and documents	8

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs or disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At Mab's Cross, we strive to ensure that all children fulfill their potential, regardless of any barriers to learning that they may face. Through differentiated teaching and provision, as well as targeted support, we ensure that all children are included at our school.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report

3. Definitions

A pupil has SEND 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mr Clarke

He will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governors, Mrs Badrock and Mrs Williams

The SEND governors will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher, Mrs Poole

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. This also included home visits, nursery visits and meeting with nursery teaching staff. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- 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
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We believe that a strong home/school link is pivotal to children succeeding at school. Parents are regularly updated of children's progress. If there appears to be some barrier to learning the school will notify parents and discuss the best way forward for the child.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

Teachers and teaching assistants constantly formatively assess pupils performance in lessons to ensure that the work they are provided is challenging and appropriate. These judgements are used to inform teacher assessment. Termly tests are also used to validate these judgements and ensure we have a range of evidence to support them.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Teachers meet every year to discuss the classes that they will be receiving. If appropriate, the SENCO will attend these meetings, and parents may also be invited. Teachers also meet with staff from other schools and settings if children are moving to other schools or from other schools. When a child transfers from another school, we receive assessment data from their previous school, and will also receive any appropriate documents that are needed to ensure they receive the best provision we can provide.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This may be differentiated for individual pupils. If this is not meeting the child's needs, we will adapt our teaching approaches, and also seek consultation from agencies such as the Targeted Educational Support Service to ensure we are adapting our teaching appropriately.

We will also provide the following interventions:

- Sounds Write, to support reading and spelling
- Speech Link – supports language development
- Power of one/Two – mental maths strategies
- Maths No Problem – a Singapore maths approach to support reasoning and conceptual development
- Ad Hoc work based on children's needs and gaps in learning

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

If necessary, we will also plan extra sessions of teaching to ensure that children maintain pace with their peers, a system designed to 'keep up, not catch up'. To provide these sessions:

We have teaching assistants who are trained to deliver interventions such as sounds write and speech link. All other intervention programs that we run require in house training, where the teachers share their knowledge and understanding of subjects to help adults deliver meaningful intervention sessions.

Teaching assistants will support pupils on a 1:1 basis when there is a very specific need that requires work tailored to one individual.

Teaching assistants will support pupils in small groups when a small group of children have similar needs, and these can be met whilst working on similar work with the teaching assistant/teacher.

We work with the following agencies to provide support for pupils with SEND:

- Targeted Educational Support Service
- Educational Psychologists service
- Occupational Therapy
- Speech and Language/ Specialist speech and language
- Outreach (who provide support for children with very specific needs)
- Sensory Support Team

5.9 Expertise and training of staff

The staff undertake a range of training and in-service training to ensure that we are able to meet the needs, both academic and physical, of our pupils. This training is regularly updated, and in some cases, certified by the providers to ensure those undertaking training are able to use the expertise back in school.

Our SENCO has no years of experience in this role and has worked as a teacher for 13 years, as well as a Key Stage Leader and Deputy Head Teacher.

He is allocated time within week to manage SEND provision as needed.

We have a team of twenty teaching assistants, including five higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

We use a learning mentor to help children with social and emotional health problems.

5.10 Securing equipment and facilities

The school uses some of its SEND funding to resource and adaptations that may be required to ensure the provision given to SEND children is of the highest possible standard.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after half a term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Inclusion is central to our ethos here at Mab's Cross. We provide a number of sporting, residential and academic cross-curricular activities.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

5.13 Support for improving emotional and social development

The mental welfare and happiness of our pupils is paramount. If parents have concerned, or if we are concerned, we will discuss the nature of the concern and take steps to alleviate the child's worries and/or difficulties.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with need for more focused support are encouraged to spend time with our learning mentor, who provides counselling and support.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

Our staff have a range of experience and expertise, but it is necessary to liaise with other agencies to coordinate the best possible provision for our children. Where this is necessary, school will discuss the nature of our concerns with the child's parents, and seek written permission. Outcomes of the agencies interventions will be communicated to the parents of the child, so that all involved parties are fully aware of the child's situation and needs.

5.15 Complaints about SEND provision

Mab's Cross takes complaints very seriously, as we aim to ensure the highest possible standards and the best possible outcomes for our pupils.

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

The local authority provides a number of services to support those with concerns, worries or difficulties. For advice, please contact your child's class teacher, who will speak to the SENCO or head teacher.

5.17 Contact details for raising concerns

If you have any concerns, please contact your child's class teacher who will direct these concerns to the appropriate member of staff in school.

5.18 The local authority local offer

The school works very closely with several agencies provided by the local authority to ensure that all of the children are as well supported as possible in their learning. This includes services such as Targeted Educational Support and The Educational Psychologists' service, among others.

Our local authority's local offer is published here: <https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Special-Educational-Needs-and-Disabilities.aspx>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour