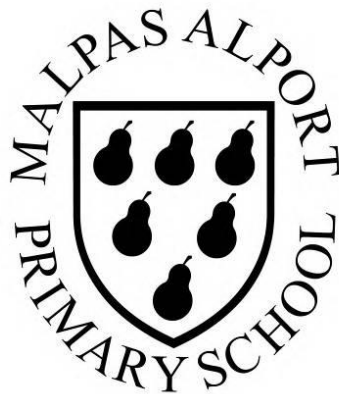


Malpas Alport Endowed Primary School

Special Educational Needs and Disability Policy



Approved by:	Full Governing Body
Date:	Summer 2023
Next Review:	Summer 2024

Head Teacher: *Mrs Nic Wetton*

Chairman of Governors: *Mr Arwyn Jones*

Aims

It is our aim to:

- Provide high-quality teaching which is differentiated and personalised will be available for all pupils
- Create an environment to meet the needs of all children: At the heart of the work of every class will be a continuous cycle of planning, teaching and assessing which will take account of the wide range of abilities, aptitudes and interests of children.
- Develop inclusive practice that includes the use of a range of learning styles to meet the diverse needs of all children. The majority of children will learn and progress within these arrangements by having their needs met.
- Monitor the long term impact of the COVID 19 Pandemic on pupils with SEND and make the necessary changes to the above to reduce adversities.

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 SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definition of Special Educational Need

The SEN Code of Practice reminds us that all children may have Special needs at some time during their school lives. The 2014 Education Act instructs schools to distinguish between the different stages of supported learning, the initial stages being mainly in-school based, with multi-professional advice being requested in the later stages.

A child has special educational needs if he/she has difficulties that call for special educational provision to be made.

This will be if a child:

- Has significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which prevents or hinders the child from making full use of facilities of a kind provided for children of the same age

This may be identified through progress that:

- 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.

Special educational provision means educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained mainstream schools.

Children must not be regarded as having learning difficulties solely because their language, or their home language, is different from that in which they are taught.

There are four broad areas of need of special education need, these are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Special Educational Provision

Educational inclusion

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 knowledge at different rates;
- Need a range of different teaching approaches and experiences.

Identification, Assessment and Provision

All teachers are responsible for identifying pupils with SEN and, in collaboration with the SEN Coordinator (SENCO), will ensure that those pupils requiring different or additional support are identified at an early stage.

Early identification:

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by regular teacher observation/assessment
- Comparisons against National Curriculum expectations
- Pupil progress information
- Records from previous settings/schools
- Information from parents
- Standardised screening or assessment tools

As a result of these the school will:

- Provide a differentiated and appropriate curriculum
- Identify the support needed within the class
- Assess learning difficulties
- Ensure regular feedback on pupil progress through ongoing observations and assessments
- Ensure appropriate targets are set and learning experiences enable pupils to meet these targets.
- Involve parents/carers in a home-school learning approach

At Malpas Alport we take an approach, with increasing levels of intervention where the need is greatest and this decreases as the needs are met. Malpas Alport follows a three-wave model:

Wave 1 being quality teaching for all through:

Many pupils experience delay in their learning and not making expected progress for a variety of reasons. For those pupils:

1. Many will have differentiated work prepared for them by their class teacher in conjunction with the support staff which will be additional to and different from the curriculum available for the majority of children of their age.
2. Progress at this stage will be tracked three times per year by the schools Tracking Systems and parents kept fully informed.
3. School Rewards Systems will be paramount at this stage to encourage self-esteem.

Wave 2 encompassing small group interventions: (Graduated Response)

If classroom teachers and Pupil Premium Co-ordinators have evidence that certain children are still not making good progress, they must refer children to the SENCO who will arrange additional SEN SUPPORT in any or all of the four areas

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and /or physical.

1. Once a potential special educational need is identified, four types of action should be taken to put effective support in place
 - Assess
 - Plan.
 - Do (Teach/support/experience)
 - Review

This will be known as the Graduated Response.

2. Specialist Services and teachers with additional specialist qualifications may be called upon to provide intensive specific programmes to be followed by all adults coming into active learning situations with the child.
3. Where a pupil is receiving Additional SEN Support, the school will ensure that appropriate staff meet parents at least termly to set goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, pupil and the school. Using a child-centred approach, pupils are aware of their own goals and contribute through creating achievement mats.
4. Individual pupil progress at Additional SEN Support Level will be intensively monitored three times per year by the school tracking system and personally by the Head-teacher in conjunction with Parents and the SENCO.
5. We offer regular meetings each term to share the progress of children with Special Educational Needs with their parents. We inform the parents of any outside intervention, and we share the process of decision-making through the Graduated Approach Documentation, which provides clear information and is available upon request.

Wave 3

For a higher level of need, we draw on more specialised assessments from external agencies and professionals, this may include speech and language, the autism team, school health, occupational health, paediatrician and other agencies. Parents and Carers are always consulted and permission is sought prior to the involvement of outside agencies.

The Graduated Response must be followed in order to have evidence for individual top-up funding or statutory assessment which may result in a Statement of Educational Needs Educational Health Care (EHC) Plan. If a child receives an EHCP this needs to be reviewed annually. Agencies involved with the pupil will be invited to the Annual Review and views will be sought. This process is the same for children in receipt of Top Up funding.

Supporting Pupils at school with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. In order to meet the needs of all pupils, we comply with all our duties under the Equality Act 2010.

Some may also have special educational needs and may have a statement, or Educational Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice, is followed.

Accessibility

The DDA as amended by the SEN and Disability Act 2001, placed a duty on all schools to plan to increase over the accessibility of school for disabled pupils to implement their plans. Malpas Alport's Accessibility plan outlines how we do this and is available on the school's website or via the school office.

Reporting

A full report on the progress of children will be presented to the Governing Body once per year and the identified SEN Governor will be encouraged to take a full challenging role regarding the progress of these children with both the SENCO and Head-teacher.

The school produces a SEND Information Report which is available on the School Website

Roles and Responsibilities

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Headteacher and the SENCO, this policy applies to all other members of staff both teaching and support staff in their day-to-day responsibilities.

The SENCO:

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including

those who have EHC plans. This includes access to effective home learning experiences as per the COVID 19 Risk Assessment.

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN 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 SEN up to date

The SEN governor:

The SEN Governor will understand:

- The governing board's responsibilities under the special educational needs and disability (SEND) Code of Practice
- The different special educational needs represented at the school
- The local and national policy context for SEN

The SEN Governor will make sure that the school:

- Makes the necessary special educational provision for any pupil with SEN
- Meets the needs of pupils with SEND
- Makes reasonable adjustments in line with the Equality Act 2010
- Ensures that all pupils with SEN join in with the everyday activities of the school together with the children without SEN
- Has appointed a SENCO and they have received appropriate training
- Has a suitable and up-to-date SEN information report and policy which is published on the website

The SEN Governor meets on a termly basis to discuss:

- All aspects of SEND provision
- That the school makes good use of its SEN budget and resources
- The progress of pupils with SEN They will report to the governing board on the monitoring work carried out, ensuring that the board:
- Is up to date about issues related to SEND
- Asks challenging questions about the school's SEN provision and strategies They will also attend training on the role of the SEN link governor, as appropriate

The Head teacher:

The Head teacher will:

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

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 the provision
- Ensuring they follow this SEN policy

This SEN Policy will be used alongside and in conjunction with The Local Offer offered by Cheshire West and Chester Local Authority and various other school policies including the Attendance Policy, Home School Agreement, The Pupil Premium Policy, The Behaviour Policy and is embedded in the Teaching and Learning Framework of the school.

Throughout our delivery of education objectives, we ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation. The school's legal duties under the Equality Act, 2010 in respect of safeguarding pupils with Special Educational Needs and/or Disabilities, and all vulnerable pupils (see above), is set out in the Behaviour Policy and known to all staff. See also the Gender Policy and Equality Policy for expected behaviours.

This policy outlines the aims and strategies the school takes to make provision for all pupils on the SEND Code of Practice 0-25 years September 2014. This includes the identification of pupils with special educational needs. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 September 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 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions, April 2014
- Safeguarding Policy
- Accessibility Plan

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO 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

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.

Links with other policies and documents

This policy links to the following documents

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Children with health needs who cannot attend school
- Complaints policy