



Martins Wood Primary School

“Inspiring an Ambition to Learn”

Special Educational Needs and Disability Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years (updated May 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (updated June 2014)
- SEND Code of Practice 0-25 (updated May 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (Sep 2014)
- The National Curriculum in England for Key Stage 1 and 2 framework (Sep 2014)
- Safeguarding Policy
- Accessibility Plan

Definition of Special Educational Needs

In this policy ‘special educational needs’ refers to a learning difficulty that requires special educational provision. The SEN Code of Practice (update May 2015) says a child of compulsory school age or young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

A child under compulsory school age has special educational needs if they fall within the definition at a) or b) above would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

This policy is monitored by the Governing Body and Special Educational Needs Co-ordinator and it will be reviewed every year or earlier if necessary.

Introduction

Martins Wood School is an inclusive school committed to providing a high quality education for all children within the school. We believe that all children, including those with special educational needs have a common entitlement to a broad and balanced academic and social curriculum. We aim to inspire and empower our children to learn by creating a stimulating and exciting learning environment that secures the highest level of achievement of all. This includes setting suitable learning challenges, responding swiftly and appropriately to pupils’ diverse needs and endeavouring to overcome potential barriers to learning to enable each pupil to experience success and promote individual confidence and a positive attitude.

1. Aims and Objectives

Aims

We acknowledge that a number of pupils will have special educational needs (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. This school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim to:

- ensure the SEND and Disability Act, Equality Act and relevant SEND Code of Practice and guidance/legislation are implemented effectively across the school

- ensure equality of opportunity for all pupils
- raise the aspirations and expectation of all pupils with SEND
- strive to eliminate prejudice and discrimination against pupils with special educational needs and disabilities
- ensure all pupils with special educational needs have their needs identified at the earliest opportunity in order to support academic progress and continued good physical and mental health and wellbeing
- provide full access to a broad and balanced curriculum through differentiated planning by all staff
- provide targeted provision, matched to individual needs, in addition to adapted classroom provision for those pupils recorded as having SEND.
- make reasonable adjustments and remove barriers to learning as necessary in order to meet the needs of all pupils.
- involve parents/carers in planning and supporting at all stages of their children's development
- Wherever possible, to involve children themselves in planning and in any decision that affects them.
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

Objectives

At Martins Wood School we:

- identify the needs of pupils with SEND at the earliest opportunity
- monitor the progress of all pupils in order to aid the identification of pupils with SEND and evaluate provision for all learners
- make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to a broad and balanced curriculum by identifying, assessing, recording and regularly reviewing pupils' needs and progress.
- work collaboratively with parents, other professionals and support services
- work with parents by supporting them in understanding SEND procedures and practices and providing them with regular feedback on their child's progress.
- provide support, advice and training for all staff working with children with SEND.
- create a school environment which enables every pupil to experience success, feel safe and valued, promotes individual confidence and where each voice is heard.

2. Responsibility for the co-ordination of SEND provision

The person responsible for overseeing and co-ordinating the day to day provision for children with SEND is our Head of Inclusion. The Head of Inclusion in collaboration with the Executive Head, Head of School and Local Governing Body, plays a key role in determining the strategic development of the SEND policy and provision at Martins Wood School in order to raise the achievement of children with SEND.

3. Arrangements for co-ordinating SEND provision

The Head of Inclusion holds details of all individual SEN records which are stored in the SEN office. This is likely to include the following:

- personal learning plans
- Education Health and Care plans,
- records of involvement from outside agencies and referrals,
- records of meetings with parents

All appropriate staff can access:

- The school SEND policy
- The school SEN Information Report
- The School SEND offer
- SEN list
- Guidance on identification in the Code of Practice
- Information on individual pupils' special educational needs including personal learning plans and reasonable adjustments
- Practical advice, teaching strategies and information about types of special educational needs and disabilities
- Information available through Hertfordshire's SEND Local Offer
- Information on class provision maps on individual pupils and their special educational needs and requirements
- Information on current legislation and SEND provision

Relevant information is made available to all staff and parents in order to aid the effective co-ordination of the school's SEND provision. In this way, every relevant staff member will have complete and up-to-date information about all students with special needs and their requirements which will enable them to provide for the individual needs of all students. Information for parents can be found on the school website.

4. Admission arrangements

The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

The Head of Inclusion and SENCo and regularly liaise with primary and secondary schools to share information and aid transition for pupils with SEND. All SEND paperwork is passed to the SENCo of the receiving school as soon as possible.

If the child is making a transition from another school, contact is made by the SENCo to the previous school to discuss provision in place. On admission to school the child will be closely monitored to ensure that all the appropriate provisions are in place.

5. Allocation of resources for pupils with SEND

Funds from the notional SEN budget are used to support SEN by purchasing and allocating both physical and human resource according to need. Resources are allocated strategically according to the needs of individual pupils and cohorts.

6. The process for identifying and managing children with SEND

The SEN Code of Practice 0-25 (updated May 2015) identifies four broad categories of need. Pupils may have needs that cut across all areas and their needs may change over time. These areas are:

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with Autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Additional support may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD), severe learning difficulties (SLD) where children are likely to need support in all areas of the curriculum as well as mobility and communication to profound and multiple learning difficulties where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment (PMLD).

Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may face disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning or habilitation support.

Other factors which are not classed as SEND may have impact on progress and achievement:

- attendance and punctuality
- health and welfare
- English as an additional language (EAL)
- being in receipt of pupil premium
- being a looked after child
- being a child of a serviceman/woman

These factors are monitored for each child where relevant.

A Graduated Approach to SEN Support

At Martins Wood School we provide a graduated approach to SEN support. We believe high quality teaching and adaptation for individual children is the first step to responding to children who have or may have SEN. Through the school's assessment and monitoring cycle pupil progress is regularly addressed in consultation with class teachers, Head of Inclusion, SENCo, parents and pupils. In addition to pupil progress meetings class teachers, support staff, Head of Inclusion and SENCO meet to ensure provision reflects the current needs of each child.

Where a child is identified as having SEN, the SEN support takes form in a four -part cycle known as the 'graduated approach'.

- 1. Assess** - this could involve a range of methods including, but not limited to, teachers' assessment of pupil progress, attainment and social and emotional development, results of standardised tests, parent and pupil views and observations
- 2. Plan** - this is likely to involve the Head of Inclusion or SENCo working with teachers to plan appropriate provision which is clearly communicated with all concerned. This may be in class support or more targeted provision. Any planning will have a clear focus on expected outcomes for the child.
- 3. Do** - the SEND Code of Practice places the teacher at the centre of the day-to-day responsibility for working with all pupils. It is imperative that teachers work closely with any teaching assistants or specialist staff involved to plan, assess and monitor the impact of targeted interventions.
- 4. Review** - the progress of pupils who are receiving SEND support should be reviewed termly in conjunction with the teacher, Head of Inclusion and SENCo and reported to parents.

As part of the graduated approach there are three tiers of support employed when meeting the special educational needs of each child.

Universal

Well-differentiated, quality first teaching. Including where appropriate, the use of targeted interventions

When a class teacher identifies a child is experiencing difficulties, adapted learning tasks are the first step in the support process and will be clearly evident within the teacher's planning. The class teacher will consult with the Head of Inclusion or SENCo and if it is thought the child needs further support, the Head of Inclusion or SENCo will assist and co-ordinate further assessment, intervention programmes and additional provision in school which will be recorded on the child's personal learning plan.

Where children are identified as underachieving and /or recognised as having SEN, the school provides for these additional needs in a variety of ways and might use a combination of approaches to address targets identified for individual pupils. These are detailed in the Martins Wood SEN Information Report which can be found within the SEN page on the school website.

Targeted

In some cases, when children have more complex difficulties or do not respond as effectively as desired to the classroom support that has been put into place, it is clear that their needs require intervention which is 'additional to' or 'different from' the well-differentiated curriculum offered for all pupils in the school. In this instance they will be offered additional SEN support and will be placed on the SEN record under the most appropriate of the four categories of SEN. At this point, parents and carers will be informed and invited to discuss the additional support required and how best we can work together to help support their child's learning. This will include the following:

- Support may be sought via agreed referral to a range of external professionals
- Support plans will be written reflecting advice from external agencies and will be shared with parents/carers and pupils and reviewed termly with all stakeholders
- Where multiple agencies are involved a FFA (Families First Assessment) may be initiated to ensure a cohesive approach is taken towards meeting a pupil's needs most effectively
- Intervention of pupils on the SEN record will be identified, tracked and monitored regularly.
- On rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Educational, Health and Care Plan

Specialist

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the pupil, the pupil has not made expected progress it may be appropriate for the school, in consultation with parents and external agencies to consider requesting an Education, Health and Care needs assessment. This system develops an integrated assessment and review process from birth to 25 years, leading to a single plan. Information will be gathered relating to the current provision provided, action points that have

been taken and the preliminary outcomes of targets and will be applied for co-jointly with parents. An assessment will occur when the Local Authority believes that a child has lifelong or significant difficulties and the school has taken every step possible to support the child but is unable to provide the level of support needed alone. Following assessment, an EHCP will be provided by the local education authority if it is decided that the school cannot provide for the child's needs on its own. The school and parents will be consulted before a decision is made. Parents have the right to appeal against a decision either for or against an EHCP for their child. Once an EHCP is completed it will be kept as part of the child's formal record and reviewed annually by school staff, outside agencies, parents and the child. The annual review enables provision for the child to be evaluated and, where appropriate, for changes to be put in place.

7. Inclusion of pupils with SEND

The school aims to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical) by:

- providing a broad and balanced curriculum for all pupils both in and outside of the classroom, including play and interaction at mealtimes and playtimes, and extending to additional activities before or after school, school day trips and residential visits.
- employing teaching methods that suit the needs of individual pupils.
- Promoting an inclusive culture throughout the school and encouraging social responsibility and understanding amongst all pupils.

At Martins Wood School we recognise that provision for children with Special Educational Needs is a matter for the school as a whole. Roles and responsibilities with regard to SEN are designated in the following way:

The **Head of Inclusion** oversees the school's policy and is responsible for ensuring that it is implemented effectively throughout the school by:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify pupils with SEN
- carrying out detailed assessments and observations of pupils with specific learning difficulties
- co-ordinating the provision for pupils with SEN
- supporting class teachers in devising strategies, drawing up support plans setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process

- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEN record
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of school assessment information, e.g. class-based assessments/records, end of year tests and SATs
- contributing to the in-service training of staff
- managing learning support staff/teaching assistants
- ensuring that midday supervisors where relevant are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaising with the SENCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other

The **executive head teacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEN
- keeping the local governing body informed about SEN issues
- working closely with the SEN personnel within the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **local governing body** will ensure that:

- SEN provision is an integral part of the school improvement/development plan
- the necessary provision is made for any pupil with SEN
- all staff are aware of the need to identify and provide for pupils with SEN
- pupils with SEN join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school's SEN policy
- they have regard to the requirements of the SEN Code of Practice (Updated May 2015)
- parents are notified if the school decides to make special educational provision for their child
- they are fully informed about SEN issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN

- the quality of SEN provision is regularly monitored
- they, and the school as a whole, are involved in the development and monitoring of this policy.

Class teachers are responsible for:

- all the SEN pupils in their class and identifying those with additional needs in their class.
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEN
- planning and adapting work according to each child's needs
- Informing parents if their child receives additional support

teaching assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEN
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

8. Access to the curriculum, information and associated services

The school will make reasonable adjustments to ensure access to the curriculum for all pupils in line with the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. The school curriculum is reviewed by curriculum leaders to ensure that it is accessible to pupils of all levels and abilities and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting. We do this by:

- keeping all staff informed of the special educational needs of any pupils
- providing regular training and learning opportunities for staff including up to date teaching methods to aid the progress of all pupils including those with SEND
- making use of all class facilities and space
- using in – class interventions and support effectively to ensure the curriculum is differentiated appropriately
- enabling access for pupils to individual or group support where it is felt that pupils would benefit from this provision
- setting outcomes termly that motivate pupils with SEND to do their best and celebrating all achievements however great or small.

9. Arrangements for evaluating the success of provision

The effectiveness of the school's SEN policy and provision is evaluated against the stated objectives on this policy. Staff, parents/carers and children are all involved in the evaluation process. Evaluation is ongoing which means that the SEND provision is the subject of continuous assessment and review. Many different sources of information are deployed to evaluate the effectiveness of SEN provision including:

- monitoring of classroom practice by the Head of Inclusion, SENCO, Executive Head, Head of School and subject co-ordinators
- termly analysis of progress by class teachers, the Head of Inclusion
- observations of pupils
- monitoring of procedures and practice by the SEN governor
- data from interventions
- discussions with outside agencies
- learning scrutiny
- learning walks
- pupil and parent voice
- monitoring and evaluating the impact of support plans on pupil's progress

10. Staff training and professional development for SEND

The Head of Inclusion and SENCo regularly attend relevant courses in SEN, SEN meetings and facilitates and signposts SEN focused external training opportunities for all staff. The Head of Inclusion together with the senior leadership team ensures that training opportunities are matched to school development priorities. Teachers are expected to keep abreast of their knowledge of the fourbroad areas of need and updates to statutory regulations.

11. Links to support services, other agencies and voluntary organisations

The school continues to build strong working relationships and links with external agencies in order to fully support our pupils with SEND and aid school inclusion. Sharing knowledge and information with outside agencies is key to the effective and successful SEND provision within our school.

External support services play an important part in helping the school identify, assess and make provision for pupils with special educational needs. Advice or support might be sought from the following agencies if appropriate according to the child's additional needs: counsellor, educational psychologist, speech therapist, school nurse and other relevant medical professionals, advisory teachers and the local education support centre.

The school recognises that parents of children with SEND and/or medical conditions may require additional support outside of the school. These support groups will be signposted to the parents by the Head of Inclusion, SENCo or Stevenage Educational Trust family support worker as appropriate.

12. Working in partnership with parents

At Martins Wood school we believe that having a close working relationship with parents is essential in order to ensure that early and accurate identification and assessment of SEND leads to correct intervention and provision.

We encourage an active partnership through an ongoing dialogue with parents. Parents are kept up to date with their child's progress through annual reviews, termly parent consultation meetings, regular meetings with the SENCo and frequent conversations with staff.

Where more frequent regular contact is necessary this will be arranged according to the pupil's needs. If an assessment indicates that a pupil has additional learning needs this will always be discussed with the parents and the pupil (if appropriate). Inclusion on the school's SEN record will be discussed and agreed jointly. Parents will be invited to attend meetings with external agencies regarding their child where they will be encouraged to play a central part in discussions.

13. Links with other schools

Martins Wood School has strong links with other schools in the local area. We are part of Delivering Specialist Provision Locally Area 2 (DSPL 2) and attend termly cluster meetings. When children join or leave our school, the SENCo will contact or arrange a meeting with the previous or receiving school to ensure all relevant information and documents are passed on to aid a smooth transition.

14. Arrangements for complaints

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, they should contact the class teacher in the first instance. If the issue remains unsolved, the parent should then contact the SENCo or Head of Inclusion.

The school's complaints procedure can be found on the school website.

15. Further information

For more information please see our [SEN Information for Parents](#), [SEN Local Offer](#), [Martins Wood SEN Information Report](#) and [Accessibility Plan](#), each of which is available within the SEN page of our website.