



S.E.N.D. POLICY

Reviewed Summer 2017

Date Approved by Governors:	Summer 2017
Next Review Date:	Summer 2018

S.E.N.D. Policy

Sections covered in this policy are:

1. Definition of Special Educational Needs
2. Staff in school who work with pupils with Special Educational Needs and their Parents.
3. Identifying when a pupil has special educational needs.
4. The ways in which we identify pupils have special educational needs.
5. The provision we make for children with Special Educational Needs.
6. Education and Health Care Plan.
7. The Local Offer.
8. Record Keeping.
9. Assessment.
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11. Working with Parents.
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16. The Health Service and Social Care.
17. Admission to School.
18. How we develop staff knowledge and skills.
19. How provision for special educational needs is funded.
20. How we evaluate our SEN policy.
21. How we deal with complaints.
22. Where to find out further information.

The Vision for Our School:

Merlin top Primary Academy is an inclusive school. We aim to enable all our pupils, whatever their ability or needs, to reach their full potential and be fully included in our school community, where all are equally valued.

Purpose of policy:

To outline the special educational needs provision for pupils at Merlin Top Primary Academy.

We aim to:

1. Ensure sure that the arrangements made for pupils with special educational needs are in line with the requirements of the Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and the SEN Code of Practice July 2014.
2. Value the uniqueness of each member of the school, and provide a planned curriculum designed to help all children achieve their potential and develop their abilities to the full.
3. Ensure that pupils with special educational needs are able to take part in all the activities of the school including those that take place outside of school hours.
4. Ensure that all our pupils are involved in decisions made about them and their education.
5. To ensure that we involve our parents in school life and keep them informed about their children's progress.

1. Definition of Special Educational Needs:

'Children have special educational needs if they have a learning difficulty or a disability which calls for special educational provision to be made for them.

Children have a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of children 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 children of the same age.
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

For the purposes of this policy SEN does not cover gifted and talented children. This is dealt with by a separate policy.

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

2. Staff in school who work with pupils with Special Educational Needs and their Parents:

All teachers in school teach pupils with special educational needs.

The following people have particular responsibilities:

- **The Head Teacher and SENDCo** - ensure that the school's provision for children with additional needs is met and that children's progress is evaluated on a regular basis. The SENCO meets with the SEN Governor on a regular basis to discuss programmes of support and individual needs.
- **SENDCo Assistant** – works with individual and groups of pupils with SEN. Provides SEN administrative support.
- **SEND Governor** - monitors and evaluates provision and reports to the governing body.
- **The Inclusion Team** – support specific children (and their families) who experience barriers to their learning due to difficulties with learning, punctuality, absence, family trauma, challenging behaviours etc.
- **Class Teachers** - provide a planned curriculum that meets the needs of all the learners in their care. They monitor and evaluate all children's progress and set future targets for them. They report to the SENDCo any child that may be causing concern and are responsible for reviewing and updating children's IEP's on a regular basis.
- **Associate Staff** - provide specified support and carry out planned programmes of work according to individual children's IEP's.
- **Midday supervisors and other ancillary staff** - are aware of children who may require more support and they are given strategies to support children at lunch time when necessary.

3. Identifying when a pupil has special educational needs:

It is important that a pupil's special educational needs are identified as early as possible.

We will always let parents know as soon as we feel that their child may have a Special Educational Need. After a discussion with their child's teacher they are asked to sign to acknowledge that their child has been placed on the special educational needs register, and their level of need.

4. The ways in which we identify pupils have special educational needs are:

a. Before a child starts at the school:

Our Early Years Leader visits children at home before they start at just over 3 years to talk to their parents and identify any concerns they may have. Through our links with the local Children's Centre and a strong partnership with health visitors we are able to identify children who may require more support well before they join our foundation unit.

We may also involve:

- Educational Psychology Service
- Bradford LA Physical and Medical Team
- Agreed liaison with our local paediatrician and health visitors.

b. In school:

All teachers are teachers of pupils with special educational needs and are responsible for identifying pupils with special educational needs as early as possible.

This could be through:

- Teacher observation
- Teacher assessment
- National curriculum assessment
- Screening or assessment tools used including P scales where appropriate
- Information passed on from previous schools
- Information from parents

The class teacher will complete a concern form which is given to the SENDCo. The SENDCo will gather together information about pupils and will work with the staff involved to decide on any action that needs to be taken.

c. Children who enter mid-year or after the Foundation stage:

- SENDCo liaises with staff from previous school.
- All paper work is transferred on admission of a pupil with SEND.

5. The provision we make for children with Special Educational Needs:

All children have a broad and balanced curriculum, which is planned to take account of any special educational needs or disabilities they may have.

We support pupils with special educational needs by:

- Specially prepared learning materials
- The use of appropriate ICT equipment
- Deployment of teaching assistants
- Individual and group teaching sessions/support sessions
- Specialist equipment/resources
- Assisted communication
- Using specialist intervention programmes
- Social skills programmes
- The role played by school in social services' assessments
- Seeking support and involvement from Outside Agencies.

Special Needs Register

When we identify that a pupil has special educational needs and this has been discussed with parents, we place them on the Special Needs Register. The criteria we use to identify children as having a special Educational needs is detailed below:

- A child is working 2 or more years behind their peers and not making adequate progress. He/she therefore has Cognition and Learning Needs.
- A child has Social, Emotional and Mental health difficulties.
- A child has a medical diagnosis of a condition that requires them to have a significant amount of additional support in order for them to access the same educational provision as their peers and this support is required in order for them to make adequate progress. This includes visual, hearing and physical impairments.
- A child is having difficulties with their Communication and Interaction. (Includes Speech and language and autistic spectrum disorders).

All children in school have educational targets set regularly. If the class teacher and SENCO feel that a child need targets in addition to the targets already in school which address their specific Special Educational Needs, then they may be given an Individual Education Plan (IEP)

The targets on the IEP are based on collaboration between all the parties involved i.e. the child, parent, SENCO, Teacher and Teaching Assistant. Staff ensure that the targets are:

- Specific
- Measurable
- Achievable
- Relevant
- Time limited

Parents/carers are involved in putting together this plan and in reviewing it at least two times a year.

Prior to September 2014, there were two levels to the SEN Register (School Action and School Action Plus). The new code of practice in July 2014 adjusted this so there is now just one level to the SEN register following the criteria described in section 1 (The definition of Special Educational Needs).

6. Education Health Care Plan (EHCP)

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years' settings, schools or colleges. Some children and young people may require an Education Health Care needs assessment in order for the local

authority to decide whether it is necessary for it to make provision in accordance with an EHCP.

The purpose of an EHCP is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

One of the significant changes arising from the new code of practice is the replacement of the current Statement of Special Educational Needs, for those children with the most complex needs, with a new Education Health Care Plan. Children with existing statements will be transferred onto an Education Health Care Plan. This will usually be completed through the annual review process. The new plan will provide the same statutory protection and rights as the Statement.

7. The Local Offer

As part of the new Code of Practice July 2014. Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it.
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

The Local Offer should cover:

- Support available to all children and young people with SEN or disabilities from universal services such as schools and GPs.
- Targeted services for children and young people with SEN or disabilities who require additional short-term support over and above that provided routinely as part of universal services.
- Specialist services for children and young people with SEN or disabilities who require specialised, longer term support.

Schools also are required to be transparent in what their setting offers in terms of support for children with Special Educational Needs.

Further information about the Local Offer is located on the school website under the Special Educational Needs section.

8. Record Keeping:

We record all the steps taken to meet pupil's special educational needs via CPOMS (Child Protection Online Monitoring System). The SENCO is responsible for these records and for making sure they are made available to others who need to see them. The records kept for a pupil with special educational needs may include:

- Information from previous schools
- Information from parents
- Information on progress and behaviour
- Information about levels and use of additional support
- Provision maps detailing the support they have been given and the impact it has had.
- Personal Profiles
- The child's own views of their needs
- Information from Health/Social Services
- Information from other outside agencies e.g. Speech and Language reports, Paediatric reports.

9. Assessment

We regularly assess all the children on the SEN Register. This information is then used to inform the IEP targets. Children's progress is also monitored and analysed by the SENDCo. Pupil progress meetings also take place between the SENDCo and class teacher when appropriate.

We also have other tools we use in school to assess children. These include:

- BSquared (PScales)
- Dyslexia Screener
- Boxall Profile
- Specific assessments associated with Intervention Programmes being followed.

10. Information management:

It is important that information about a pupil's special educational needs is shared with all staff in school who work with the pupil and that it is passed on from class to class and school to school as the pupil moves on.

- We ensure that all staff in school, including auxiliary staff are made aware of individual pupils' special educational needs and what provision is made. This is often through the use of CPOMS or provision mapping.
- We ensure that all information is passed on to new class teachers through our own internal transfer system and that all classes have an Inclusion file that makes them aware of any children with special educational needs and the strategies the school uses to ensure their needs are met.
- We ensure that children's needs are reviewed regularly. Their targets are reviewed and new

11. Working with Parents

We believe that parents know their children best and that working with parents as partners is vital in helping children and young people with SEN get the most out of their education. In our school we involve parents with:

- Review meetings for more complex SEN children or on request or when appropriate for other children on the SEN Register
- Developing the child's pupil profiles.
- Homework policies and arrangements
- Sharing information through the SEN section on the website.
- Parents evenings
- Parent support groups
- Acting as voluntary helpers
- Providing breakfast and after school clubs for pupils
- Developing an 'open door' ethos towards parents which welcomes and values their views
- Sharing information about their child
- Linking with Parent Partnership Services and relevant voluntary organisations.

12. Working with Children

It is important to listen to and act upon what children say about their needs and what sort of help they would like. In our school we:

- Involve pupils in their target setting.
- Enable pupils to express their feelings about how their needs are being met.
- Ensure that the views of the pupil are sought and recorded in reports produced by both the school and other agencies (School Council).
- Encourage pupils to become involved in the wider life of the school.
- Have after school clubs which are specifically for children with complex additional needs.

13. Working with Support Services

We have a range of Support Services that we can call upon to give us advice, support and training on SEN. These are from our Local Education Authority and Northern Education Trust partner academies. In our school we receive support from:

- Education Psychology Service
- Physical and Medical Team
- Special schools
- Autism Spectrum Team
- Learning and Cognition Team
- Support Team for Deaf children and Multi-Sensory Impairment
- Visual Impairment Team
- SEN Early Intervention Team
- Behaviour Support Service
- Speech and Language
- Project 2 Counselling Service
- Pre 5 Team
- Play Therapists
- CAMHS (Child Adult Mental Health Service)
- Physio Therapist
- Occupational Therapist

14. Links with the Local Community

We believe that school has an important part to play within the local community. We therefore have links with West Yorkshire Police, the Rainbow Children's Centre, other schools, nurseries and children's centres around Keighley and a variety of local charities and support groups.

15. Parent Partnership Services

Barnardo's Parent Partnership Services provide information; advice and guidance on special educational needs and can provide an independent parental supporter for parents who need one. This service can be accessed by Tel: 01274 481183 or by email at BradfordParentPartnership@barnardos.org.uk

16. The Health Service and Social Services

Many pupils with SEN have support from or involvement with Health and/or Social Services. These pupils are best supported when all professionals work closely together. In our school we:

- Liaise with professionals from the Health Service such as GP's, Paediatrician's, Speech and Language Therapy Team, Health Visitors and School Nurses to seek advice and support for pupils.
- Ensure information on pupils' needs are shared amongst professionals.
- Involve Health and Social Services professionals in reporting on pupils' needs and progress and in attending review meetings.
- Implement the advice of health professionals, including the drawing up of Education Health Care plans.

17. Admission to School

Our school's admission policy ensures that we will never refuse to admit a child to school simply because s/he has special educational needs. We will always try our best to make sure, where possible, that we have put in place appropriate arrangements that a pupil needs.

18. How we develop staff knowledge and skills:

We gather information every year to help us identify what training is necessary for all staff in school. This will depend on the range of special educational needs. All school based staff are encouraged to undertake whatever training they need to help them develop their knowledge and skills in the area of Special Educational Needs.

This training is provided in the following ways:

- In-house training
- Bespoke pupil support
- Visits to/links with other schools, including special schools
- Training arranged through the family of schools
- Attendance at externally provided training events
- Participation in accredited training opportunities.

19. How provision for special educational needs is funded:

a. Core Education Funding:

The Age Weighted Pupil Unit (AWPU) is dependent on the total number of pupils in a school. Each pupil (both with and without SEN) is provided with a certain amount of funding to meet their educational needs. There is no set amount per pupil.

b. Additional Support Funding (ASF):

On top of the core education funding, schools are given an additional amount of funding to meet the special educational provision of pupils with SEN. This funding comes from a particular funding stream called either the designated schools grant or schools block. This funding forms part of a school's 'notional SEN budget'.

Currently, the government suggests that a school should use their notional SEN budget to fund up to £6,000 worth of special educational provision for a pupil with SEN. This is an average figure, as not all pupils with SEN require special educational provision beyond the amount of £6,000. It should heavily depend on the individual needs of each pupil with SEN. Additional support funding is used for pupils requiring special educational provision, including, for example, the commissioning of external experts such as therapists to attend a school and provide support.

c. Top-up Funding:

If a school requires funding that goes beyond the maximum £6,000 to provide a pupil's special educational provision, then depending on the assessed needs of the pupil concerned, the LA will provide the required funding from the LA's high needs block.

20. How we evaluate our SEN policy:

The school's Governing Body has a duty to evaluate the provision school makes for pupils with SEN.

- Parent's views are sought through questionnaires and discussions with staff.
- The progress of pupils with SEN is measured, e.g. year by year data analysis, including 'P' level data where applicable
- External support services are used if a need is identified.
- Pupils' views are sought on what helps them to learn effectively through school council and individual discussions with teachers, the SENCO and governors.
- The school is constantly striving to improve its provision for SEN through performance management and the continuing professional development of all its' staff to meet the full range of SEN within the school.

21. How we deal with complaints:

We are always very happy to talk to parents and listen to any concerns they may have. If you have any worries or concerns about school or how we are providing for your child, please talk to your child's class teacher or to the SENCO. We will always do our best to respond to concerns raised with us. If you feel that your concerns are not being responded to, school has a formal complaints procedure. A copy of this is in your Parents Handbook on the school website.

22. Where can I find out more information?

Leaflets are available from the SENDCO and from:

http://www.bradford.gov.uk/bmdc/education_and_skills/special_educational_needs

<https://www.gov.uk/children-with-special-educational-needs/overview>

The school website <http://www.merlintopacademy.org/>

Definition of common terms related to SEN:

Annual Review

Review of Statement/EHC Plan by LEA that must occur at least annually.

Code of Practice

Guidance for LEA's & schools on how to identify, assess and provide for children with SEN.

SEN Support

This is the support and provision available for children with SEN. It replaces the levels – School Action and School Action Plus previously used for different levels of support for children on the Special Needs register.

Educational Psychologist

Person employed to assess and advise on a child's learning difficulties and special needs.

Education Health Care Plan

Replacement for the Statement of Special Educational Needs. The purpose of an EHCP is to record the provision required to meet the special educational needs of the child or young person, to secure the best possible outcomes for them.

Individual Education Plan (IEP)

Programme of learning objectives and teaching strategies.

Learning Difficulty

Significantly greater difficulty in learning than other children of the same age, or disability which hinders use of general educational facilities.

Mainstream School

School that caters for all pupils, including those with SEN.

Special Educational Needs and Disabilities (SEND)

A child has SEN if s/he has learning difficulties that require special educational provision.

Special Educational Provision

Additional or different education for children with SEN.

SENDCo

A member of staff at school who has responsibility for coordinating special educational provision.

Special School

A school that caters for children with Education Health Care Plans.

The Inclusion Team

SENDCo	Emma Whitcombe
SENDCo Assistant	Zoe Jones
Inclusion Team	Irene Thompson Alexis Wilson Lynda Howarth Amanda Leigh Jacob Collins Darren Greenwood