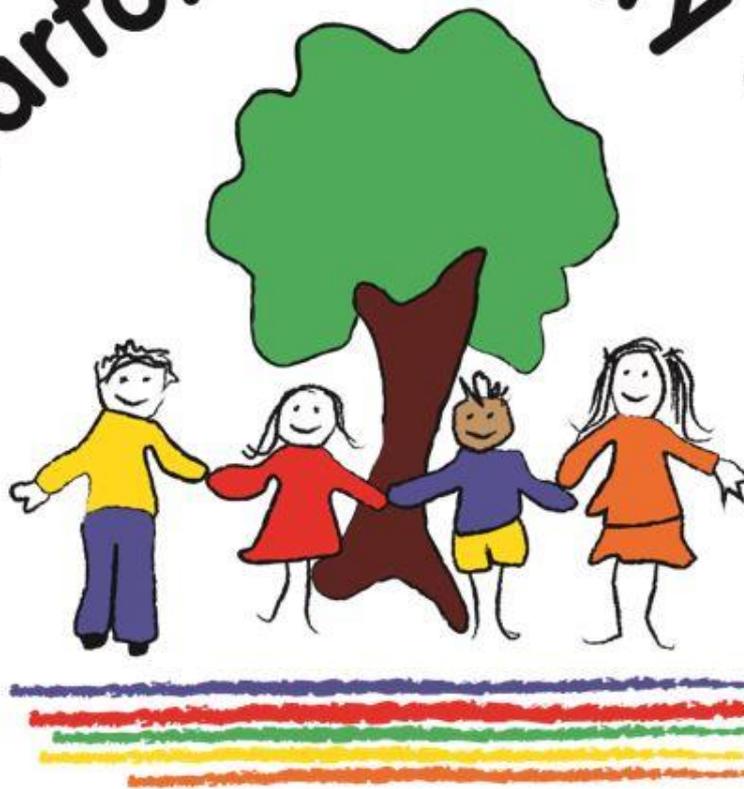


# Mulbarton Primary School



## SEND Policy

**Headteacher:** B. Theobald

**Date:** May 2022

**Chair of governors:** K Holland

**Date:** May 2022

**Next review:** May 2023

## Introduction

At Mulbarton Primary we are a learning community aiming to provide an outstanding, broad curriculum in a stimulating and safe environment. We want everyone in our School to be happy, resilient and loved, showing respect for each other and the world we live in. We value diversity and individuality and strive to ensure everyone achieves their full potential in a nurturing atmosphere of support and encouragement.

We aim to create a positive and supportive atmosphere for all of our learners. We are committed to providing a full and effective education, embracing the concept of equal opportunities for all.

This policy aims to:

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

We value communication with parents and carers and aim to work in partnership to ensure children with SEND achieve their full potential.

## Legislation

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 (SENDCOs) and the SEND information report

## Learners with SEND or disability

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.

## Areas of Special Educational Need

Children identified as having a special educational need (SEND) will be considered within one or more of the following categories of need:

### 1. Communication and interaction

This can mean that your child has a speech, language and communication need (SLCN). I.e. they have difficulty in making themselves understood or in understanding the meaning of some or much of what they hear or read. This may result in problems taking part in conversations. Some children may have an Autism Spectrum Disorder (ASD) which could result in difficulties related to making sense of the world, imagination, distraction or distress from certain events, change in routines, co-ordination or motor (physical movement) functions.

## 2. Cognition and learning

Children with learning needs will learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs. Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing). Poor behavior can result from learning needs.

## 3. Social, emotional and mental health difficulties

Difficulties with emotional and social development may result in immature social skills and the inability to make or sustain relationships. Certain accompanying behaviours can also be observed such as becoming withdrawn or isolated or challenging, disruptive or disturbing behaviour. Unusual mood, conduct (behaviour) and medically unexplained physical symptoms can be indicators of a mental health need. Some children may have a diagnosis of a recognised disorder.

## 4. Sensory and/or physical needs

Many children can have their sensory and/or physical needs met through adaptations to the curriculum, teaching activities or physical environment under the guidance of the Equality Act 2010. Some children will require special educational provision; this is identified as a SEND under the guidance of the SEND Code of Practice (2014).

Further information about the four areas of SEND can be found in the SEND Code of Practice (2014).

### **Identifying a child with SEND**

Class teachers will 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

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.

### **Implementing Support**

Once a child's needs have been evaluated the relevant support will be introduced. High quality teaching is our first step in responding to pupils who have SEND. This may be in the form of interventions, adaptations to teaching or introducing additional learning aids. When a child has several interventions introduced, a One Page Profile and Holistic Action Plan will be created to ensure all of their needs are met effectively. 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.

### **Evaluating Support**

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

The class teacher will regularly consider evidence of assessment in conjunction with the views of pupil and parents to review impact that the intervention / support has had and in consultation with the SENDCO review any further need for support. Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist. The school will consult with parents before involving a specialist.

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

- Reviewing pupils' individual progress towards their goals each term in Pupil Progress meetings
- Reviewing the impact of interventions after each term
- Using pupil questionnaires

- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHC plans
- Reviewing and sharing SEND documentation with parents/carers termly.

### **Funding intervention and support**

All funding for SEND in mainstream schools is delegated to the school budgets with the majority proportion (2/3) going into schools' budgets. It is the expectation that schools provide support to their pupils with SEND from their SEND budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request to the Virtual School for SEND for additional funding following the agreed SEND funding protocol.

### **Responsibilities and contacts**

SENDCO- Rebecca Jennings

SEND Governor- Glynis Tucker

Headteacher- Bev Theobald

All of the above can be contacted via [office@mulbartonprimary.norfolk.sch.uk](mailto:office@mulbartonprimary.norfolk.sch.uk)

### **The SENDCO 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

### **The SEND governor 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 SENDCO to determine the strategic development of the SEND policy and provision in the school

### **The headteacher will:**

- Work with the SENDCO 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

### **Class teachers will:**

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. To ensure teaching assistants are aware of the individual needs of the children in the class.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

### **Assessing and reviewing pupils' progress towards outcomes**

The class or subject teacher will work with the SENDCO 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.

### **Supporting pupils moving between phases**

We will share information with the school, college, or other setting the pupil is moving to.

All pupils moving to a new school will be offered a series of activities and visits organised to familiarise them with the new school environment and teachers prior to the date of transfer. Details of these are available from your child's school.

For our children with SEND, it may be necessary to provide additional opportunities to develop relationships with staff and familiarity with their new school environment. These additional transition arrangements will be provided in response to your child's individual needs and identified through discussion between schools, and with you and your child.

#### Transition Planning Meetings

During the last term of each academic year transition planning meetings will take place for all children changing class within the same school. Current teachers will meet with new teachers. For children with an additional need, meetings will begin earlier in the year. These meetings are to discuss your child's strengths, interests and any additional needs they may have. They will share ways that those additional needs are being met, including what has worked well and what has not been so successful.

Where your child will be starting a new school, the SENDCO and teacher(s) at your child's school will meet with the SENDCO at their new school. The meetings aim to provide as much information as possible to the new school about your child. This is so that they can ensure preparations are made to welcome your child and make their transfer to their new school as smooth and successful as possible

#### Transfer of information

You will know that your child's school will have been keeping records to track your child's academic and social achievements, attainment and progress (including results from any assessments and reports from the health service or other professionals) together with information about any additional support they have been providing for your child. This information will be shared with the new school at transition planning meetings and passed to the new school when your child transfers to inform future decisions about how best to support and develop your child's wellbeing, skills and learning.

If your child has an EHC plan, the SENDCO and teacher (if known) from their new school will be invited to the annual review meeting. This will be held before your child transfers to their new school.

### Starting school

Before your child starts in a Reception class at school, staff from the school may arrange to visit your child in their pre-school setting, at home or both. Home visits provide an opportunity for staff to meet your child in an environment where they are most comfortable and for you to ask any questions you may have about the transfer. Visits to the pre-school setting allow your child's new teacher to see how he or she interacts with other children. Additionally, your child is likely to be invited to attend sessions in their new school. This will provide opportunity to meet their new friends and teachers, and to find out about things that are important to them.

### Changing year group

During the summer term, all children moving to a new class within school will meet their new teacher in their new classroom. It may be appropriate for extra visits to be arranged and/or for their new teachers to visit them in their current classroom. Additional resources such as social stories and photographs of staff may be created for some children. If your child is anxious about their new environment they may be invited to visit the classroom in September on an INSET day prior to the school reopening.

### Moving to a new school

Children changing schools within the cluster are likely to be invited to visit their new school to join in activities designed to help them become familiar with their new school and classroom and meet staff and other pupils that they will see regularly in school. Our experienced SENDCOs work to ensure that children are shown and told about the things that are important to them. For example, where lunch boxes are kept, what the dining room looks like, where the toilets are and where to find their peg.

Visits and activities are tailored to be enjoyable and reassuring for your child. The number of visits will be agreed as appropriate dependent on the needs and wishes of your child. Some children may need or wish for more visits than others. It may also be appropriate for your child's new teachers to visit them in their current school.

### **Complaints about SEND provision**

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