

MOUNT PLEASANT PRIMARY SCHOOL



Special Educational Needs and Disability Policy 2016

To be read in conjunction with:

SEN REPORT (school website) Equality and Accessibility Plan
Supporting Pupils at School with Medical Conditions

1. Title of policy	Special Educational Needs and Disability Policy
2. Date adopted by Governors	Autumn Term 2016
3. Name of Chair of Governors	Mr Stewart Jarvis
4. Name of Head teacher	Mrs Jo Hartill
5. Person or team responsible for the document	Mrs Jo Hartill
6. Planned date for review.	Autumn Term 2018

Principles and procedures

This Special Educational Needs Policy takes into account the Education Act 1996, the Code of Practice 2014, the SEN Disability Act 2001, the policy of the LA, the Local Offer and the aims and Equality Policy of Mount Pleasant Primary School.

Mount Pleasant Mission Statement:

Believe it, Achieve it

The **aims** of our school are that the Governors and staff work together:

- for every child to develop an understanding of excellence, a desire for knowledge, an enquiring mind and an enjoyment of learning
- to develop all children as responsible, caring members of the community
- to develop all children as motivated individuals who strive for the highest possible achievements
- to develop all children to have high self- esteem, who are respectful of themselves, others and the environment.

The additional aims of this policy are:

- to ensure that the transition to secondary school for every pupil gives them the very best start; and that they are 'secondary ready'.
- To ensure that the needs of every child is met, including those with disability and SEN
- To identify the learning needs of every child in order to put in place the most appropriate and effective interventions.

Together we are always reviewing and implementing our practices to improve:

- a broad, balanced and well taught curriculum
- high quality teaching and learning across the school
- the capacity of our staff to manage and develop children in a challenging context.
- a safe, ordered and secure environment
- performing arts and music provision throughout the school
- partnerships with parents and the wider community
- high expectations, excellent progress and high academic standards
- an ethos of mutual respect, care, support, encouragement and inclusion
- a recognition and celebration of everyone's achievements and success

The Code of Practice is unequivocal in stating that teachers should take the lead role for meeting special educational needs. 'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff' the ability to identify special educational needs and adapt teaching in response to the diverse needs of pupils, is also a core requirement of the Teachers' Standards (2013)

Definitions of Special Educational Needs

A pupil or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A pupil of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*

- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

For pupils aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other pupils or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

A pupil under compulsory school age has special educational needs if he or she is likely to fall within the definition in either paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Pupils and Families Act 2014).

Many pupils who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more pupils than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Pupils with such conditions do not necessarily have SEN, but there is a significant overlap between disabled pupils and young people and those with SEN. Where a disabled pupil requires special educational provision they will also be covered by the SEN definition.

Everyone covered by this Code has duties in relation to disabled pupils and young people under the Equality Act 2010. They must not discriminate and they must make reasonable adjustments for disabled pupils. Public bodies are also under wider duties to promote equality of opportunity.

The definition of disability in the Equality Act includes pupils with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Pupils and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled pupils and young people and those with SEN. Pupils may therefore be covered by both SEN and disability legislation.

In order to address our mission statement, develop an inclusive environment and show due regard to the Code of Practice we follow the principles that:

- meet the needs of every child
- consider the views, wishes and feelings of the pupil, and their parents;
- acknowledge the importance of the pupil, and their parents, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions;
- understand the need to support the pupil, and their parents, in order to facilitate the development of the pupil or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

These principles are designed to support:

- the early identification of pupils and young people’s needs and early intervention to support them
- high quality provision to meet the needs of pupils and young people with SEN
- a focus on inclusive practice and review of barriers to learning

- the participation of pupils, their parents and young people in decision making
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support
- a focus on inclusive practice and removing barriers to learning
- successful preparation for adulthood, including independent living and employment (pupil aspirations and independence)

The key elements of the statutory framework in Part 3 of the Pupils and Families Bill reflect the principles above.

Inclusion

At Mount Pleasant, we are responsible for establishing and maintaining a culture of high expectations: a culture that expects those working directly with pupils with SEN to include them in all the opportunities available to other pupils and young people; to facilitate their participation; and to ensure that they achieve well. (See Equality and Accessibility Plan) We firmly believe that involving pupils and parents in decision making is crucial. We believe that:

- Parents have statutory rights to contribute to the decision making process about their child's education including in relation to assessments of SEN, provision for SEN, and the way that support is provided for SEN.
- Families and children should have access to impartial information, advice and support to enable them to exercise their rights, including key working.
- Enabling parents to share their knowledge about their child and engage in positive discussion helps to give parents confidence that their views and contributions are valued and will be acted upon. It is in the pupil's best interests for a positive dialogue between parents, teachers and others to be maintained, to work through points of difference and agree outcomes.
- Pupils have a right to be involved in making decisions and exercising choices. They have a right to receive and impart information, to express an opinion, and to have that opinion taken into account in any matters affecting them. Their views should be given due weight according to their age, maturity and capability.
- Pupils with SEN have unique knowledge of their particular circumstances. They have aspirations and goals. They have views on what might be done to remove any barriers to their learning and participation. They should be supported to participate in decisions about their own life, for example in relation to their learning and development, in reviews of their progress, assessments of their support needs and in decisions about their transition to adult life.
- Wherever possible it is very important to engage directly with pupils to discuss their needs, and plan how they can achieve the best outcomes.
- Pupils should also be involved in discussions about the schools they would like to attend and have opportunities to participate in class and school councils.

Having these opportunities will help them develop the skills, confidence and self-esteem to contribute to decision making at a more strategic level such as the development and review of the local offer.

Principles of inclusive education

We believe that planning should start with the individual and take account of their wishes and aspirations (where possible), the outcomes they seek and the support they need to achieve them. It should enable parents and pupils to have more control over decisions about their support.

Effective planning

- focuses on the pupil as an individual,
- be easy for pupils and their parents to understand and use clear ordinary language (age-appropriate curric),
- highlight the pupil's strengths and abilities;
- enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future;
- tailor support to the needs of the individual;
- organise assessments to meet a child's access needs
- bring together relevant professionals to discuss and agree together the overall approach.

Early Years Provision

At Mount Pleasant we follow the guidance from the current EYFS framework which sets the standards that all Ofsted-registered early years providers, and schools offering early years provision adhere to. We ensure that pupils learn and develop well and are kept healthy and safe. This includes ongoing assessment of pupils' progress. We have arrangements in place that include a clear approach to assessing SEN. This is part of our setting's overall approach to monitoring the progress and development of all pupils.

In assessing progress of pupils in the early years, we will use assessment Learning Ladders for Nursery and Reception alongside the Early Excellence assessment process as a tool to assess the extent to which the child is developing at age-related expectations (2015 – new curriculum, new assessment).

The Early Excellence assessment sets out what most pupils do at each stage of their learning and development. These include typical behaviours across the seven areas of learning:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding of the world
- expressive arts and design

The EYFS profile provides parents, practitioners and teachers with a well-rounded picture of a pupil's knowledge, understanding and abilities. A profile is completed for pupils in the final term of the year in which they turn five. It is

particularly helpful for pupils with SEN and informs plans for future learning and identification of any additional needs for support.

High quality provision

High quality provision at Mount Pleasant is fundamental in meeting the needs of pupils with SEN.

High quality teaching (quality first teaching) is that which is differentiated and personalised to meet the individual needs of the majority of pupils at Mount Pleasant. Some pupils need something additional to or different from what is provided for the majority of pupils; this is special educational provision and we endeavour to ensure that provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

'All teachers are teachers of pupils with special educational needs.'
(*SEN Code of Practice 2014*)

For pupils with SEN it is important to know precisely where they are in their learning and development; to ensure:

- Decisions are informed by the insights of parents and those of pupils and young people themselves.
- Expectations are high and stretching targets are set for them.
- Their progress towards these goals is tracked and monitored regularly.
- The additional or different provision that is made for them is kept under review
- The approaches used are based on the best possible evidence and are having the required impact on progress.

Early Identification of Need

Special educational provision is matched to the pupil's identified SEN. Pupils' SEN are generally thought of in the following four broad areas of need and support.

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

These areas give an overview of the range of needs that we plan for. However, individual pupils often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and pupils with an Autism Spectrum Disorder may have needs across all areas. The special educational provision made for a pupil is always based on an understanding of the pupil's particular strengths and needs and seeks to address them all, using well-evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software. This helps to overcome barriers to learning and participation. Support is family centred and considers the individual family's needs and the best ways to support them. Parents are actively encouraged to support their pupil at home with any home learning tasks given in line with our

home school agreement policy. In order to offer parents further support, the SENDCO has arranged weekly drop-in sessions and specific SEN information can be found on the school website: www.mount.dudley.sch.uk

The Code of Practice emphasises the importance of high aspirations for all pupils including those with special educational needs. This requires teachers to set clear progress targets for pupils with SEN that focus on their potential to achieve at or above expectation. It also requires that they are clear about resources needed to help pupils succeed. These may include additional staff who understand their roles and are appropriately trained. It may also include the implementation of 'well evaluated interventions.

The code emphasises the importance of using target setting and review procedures to help pupils develop and prepare for the next stage of their education. This will be effective only if pupils are involved directly in identifying their aspirations, and understanding what they need to do achieve them.

School leaders and SENDCOs need to consider whether their use of target setting is effective in terms of identifying and raising the aspirations of pupils with SEN. Approaches may, for example, need refining to reflect the view of pupils, and to reflect requirements of the new National Curriculum.

The identification of SEN is built into the overall approach of monitoring the progress and development of all pupils. In particular, we ensure that pupils and parents are actively involved in decision-making.

The guidelines for Identification of Need (Appendix 1) are presented in several sections:

1. Evidence bases that may lead to staff becoming concerned about a particular pupil; '*Identification of Need*'
2. The courses of action that may be taken by the member of staff and the support that they may require in taking further action; '*Courses of Action*'
3. Further evidence that will support the teacher in monitoring a pupil's further development. This will also help the teacher to evidence the relevant support and additional provision that has been given, and will also evidence any decision to withdraw support that has been given by identifying clearly the time when an individual may have made adequate progress ; '*Monitoring Pupil Performance*'
4. The role of parents; how they are involved and kept informed of the varying stages of support that may be offered, and how they are engaged in supporting the school with continued learning at home; '*Parental Involvement*'

Where a pupil falls behind their age-related curriculum , or where a pupil's progress gives cause for concern, we consider all the information about the pupil's learning and development from within and beyond our setting, from formal checks, from practitioner observations and from any more detailed assessment of the pupil's needs. From within our setting we particularly consider information on a pupil's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond our setting, this also informs decisions about whether or not a pupil has SEN. All the information is brought together with the observations of parents and considered with them.

A delay in learning and development in the early years may or may not indicate that a pupil has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a pupil has SEN. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment (formerly CAF), should be adopted.

Pupils where English is spoken as an Additional Language: Identifying and assessing SEN for young pupils whose first language is not English, requires particular care. Early years practitioners look carefully at all aspects of a pupil's learning and development to establish whether any delay is related to learning English as an additional language, or if it arises from

SEN or disability. Difficulties related solely to learning English as an additional language are not SEN. Additional support from EMAS is sought should it be necessary.

Where a pupil has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a pupil from making use of the facilities in the setting and requires special educational provision, we make that provision. In all cases, early identification and intervention can significantly reduce the need for more costly interventions at a later stage.

In addition, the following points may be used by staff in order that pupils who may require additional support are identified at the earliest possible moment.

The pupil is unable to function in the usual class environment. The teacher may have observed that the pupil is not working appropriately for the year group because:

- The pupil is not able to concentrate for periods of time that are usually expected of the year group.
- The pupil's general behaviour and demeanour is a cause for concern.
- The pupil has obvious physical or sensory problems.
- The pupil presents persistent emotional and/or behavioural difficulties.
- The pupil has communication/interaction difficulties.

Statutory data that may be used to confirm the above or which may alert the teacher to a potential concern:

- Little Kids Have Fun Club/ Nursery – Initial or subsequent observations and data show that 'normal' progress is not being made.
- Foundation Stage Profile (ongoing) – Elements of the profile alert staff to potential concerns and problems that may require an element of support (Early Ex)
- Foundation Stage Profile (summative) – a pupil is working below their expected developmental stage. (Early Ex)

Principles for Identifying SEN and the Graduated Approach

The purpose of identification is to work out what action we need to take, not to fit a pupil into a category. In practice, individual pupils or young people often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and pupils and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. A detailed assessment of need ensures that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual is always based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

1. Cause for Concern – Profile of Need (Usually Yrs Nursery, Reception, Year 1)

At the first meeting of staff with parents, the All About Me book is populated, Any concerns that are raised at this very first meeting must be entered onto the Provision Map. Where early concerns emerge, the evidence gathered must be placed on the Provision Map and the pupil's progress must continue to be monitored closely. A Profile of Need may be generated and interventions put into place. These may be one-to-one, small group or in the form of advice from outside agencies following a referral from the SENDCO. The impact of the interventions is closely monitored.

The Profile of Need is used to gather evidence to inform the teaching staff of the potential barriers to achievement and progress. The teacher continues to monitor the pupil's progress in order to discern the effectiveness of the action taken and the impact of intervention.

Class teachers are responsible, in liaison with the SENDCO and support staff member, for planning, writing, implementing, monitoring and evaluating the Profile of Need.

Regular and robust assessment principles (Appendix 2) are followed and are essential to carefully track and monitor the individual child's progress.

We assess each pupil's current skills and age-appropriate attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

A concern regarding a child's progress can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The first response to such progress is high quality teaching targeted at their areas of weakness, monitoring and evidence gathering in the form of the Profile of Need. Where progress continues to be less than expected the class teacher, working with the SENCO, begin to assess whether the pupil has SEN. While informally gathering evidence (including the views of the pupil and their parents) we continue to put in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

For some pupils, (as well as those entering our school other than at the usual starting points), SEN can be identified at an early stage. However, for other pupils difficulties become evident only as they develop. Staff need to be alert to emerging difficulties and respond early. As previously acknowledged, parents know their pupils best and it is important that we as professionals listen and understand when parents express concerns about their pupil's development. We also listen to and address any concerns raised by pupils themselves.

Vulnerable and Disadvantaged Pupils - Persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil or young person has SEN. Where there are concerns, we assess to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate and a referral will be made.

As professionals, staff are also alert to other events that can lead to learning difficulties or wider mental health difficulties, Child Protection and Safeguarding concerns and areas such as bullying or bereavement. Such events will not always lead to pupils having SEN but it can have an impact on well-being and sometimes this can be severe. We ensure that appropriate provision for a pupil's short-term needs in order to prevent problems escalating.

2. SEN Support Stage (Usually Year 3 onwards)

Where the interventions put in place have had little impact at the Profile of Need stage and there are long-lasting difficulties "additional and/or different" strategies to those already in place are required. At this stage the SENDCO begins the process of formal assessment to clarify that the pupil has SEN and establish further interventions that are to be put in place. This usually happens as the pupil moves into Year 3, as at this point, all interventions have either impacted on the pupil's progress or a professional decision that there is a level of SEN has been made. After the assessment process has taken place an SEN Support Plan is written outlining targets to ensure progress is made. Parents are invited to meet the

SENDCO to discuss the assessments and the proposed intervention provision as directed by the plan. The pupil will receive support in the form of small group work or 1:1 support for English and Maths as directed by the teaching team. Additional support such as a Reading Buddy will be directed by the teaching team. The pupil remains at SEN Support stage until sufficient progress is made or further concerns arise.

The pupils are monitored every term by the SENDCO. A review for parents is offered following the monitoring session. Liaison with the teaching team ensures that the teaching team are aware of the outcome of the meeting.

Where a pupil is identified as having SEN, we take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEN of pupils.

In identifying a pupil as needing SEN support the class teacher, working with the SENCO, carries out a clear analysis of the pupil's needs. This draws on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from our school's core approach to pupil progress, attainment, and behaviour. It also draws on 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 and, if relevant, advice from external support services. We take seriously any concerns raised by a parent. These are recorded and compared to our setting's own assessment and information on how the pupil is developing.

This assessment is reviewed regularly. This helps to ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the pupil. These professionals liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO makes a referral if the parents agree.

3. Cycle of Support

Plan

Where it is decided to provide a pupil with SEN support, the parents are formally notified, although parents will have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is also recorded on the Provision Map. The support and intervention provided is selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and is provided by staff with sufficient skills and knowledge.

Parents are fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. The information is readily available to and discussed with the pupil's parents.

Do

The class teacher remains responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching with a member of the support staff, the class teacher still retains full responsibility for the pupil. Teachers work closely with any support staff or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO supports the class teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.

The impact and quality of the support and interventions is evaluated and annotated on the Provision Map along with the views of the pupil and their parents. This feeds back into the analysis of the pupil's needs. The teacher, working with the SENCO, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, we will consider requesting an Education, Health and Care (EHC plan) needs assessment.

Where a pupil has an EHC plan, the local authority reviews the plan as a minimum every twelve months. We co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.

Slow progress and low attainment do not necessarily mean that a pupil has SEN and we do not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Additional Needs Team

Mount Pleasant has an extensive and well trained Additional Needs Team. Support may be provided from internal and external resources for those children who meet the criteria (see Appendix 2)

Our in-school ANTeam comprises of:

SENDCO – Mrs C Woodhall

Accelerated Reading – Miss S Gill

Speech and Language Therapy Support – Mrs J Webster

Get Moving Programme – Mrs J Webster

Targeted Support Teacher – Mrs K Palfreyman

External Support generally comprises of:

School Counsellor – Mrs M Perkins
Behaviour Outreach (Sycamore Centre)
CAHMS
Physical and Sensory Support
Hearing Impairment
Visual Impairment
Autism Outreach
School Nurse
Speech and Language
Educational Psychology
Specialist Early Years Service (SEYS)

Support Staff

The support team consists of teaching assistants with a range of roles, responsibilities and expertise. If there is an identified need for greater support in a particular cohort, then the team will be redistributed appropriately. The role of the support staff is, under the direction of the teaching team, to work with pupils in identified groups (whether that is small group, intervention or 1:1) in order for them to catch up quickly in line with expectations and individual targets set by teaching staff and SLT. Under their guidance pupils feel confident to tackle new challenges facing them in a comfortable environment where they are able to take risks and responsibility for their own learning and progress. Expectations are clear. Pupils are aware of what they need to do to improve. Praise serves to encourage them to do this confidently. Where support staff are working with pupils with special educational needs the teacher still has overall responsibility and should work with them to ensure progress. The new Code of Practice makes this clear through its advocacy of the SEN Support in Schools graduated approach (p87-93, paras, 6.40-6.72). In many instances, teachers support SEN pupils directly.

Intervention Books

All pupils who are working with either a Profile of Need plan or have SEN Support are supported in basic skills and other specifically targeted areas. The pupil has an 'Intervention Book' and this is annotated whenever a pupil is working towards achieving a target. These books are working documents and are closely monitored by the SENDCO.

Funding

The school's notional special educational needs budget is for school leaders to use in ways they consider most appropriate in achieving outcomes for pupils. It can be aligned with other funding (such as pupil premium) to optimise impact. It is the school's responsibility to ensure that any funded support is used effectively and efficiently and gives good value for money; therefore the SENDCO, Safeguarding Governors and Senior Leadership Team, regularly monitor and evaluate the outcomes for children receiving this level of intervention. Where there is limited or no impact, over a period of time, support may be withdrawn whilst other actions are considered. (See Appendix 2).

We use our best endeavours to secure the special educational provision called for by the pupil's needs. We receive core funding to make general educational provision for all pupils and additional funding to help make provision for those who need additional support, including those with SEN. These funds are included in our budgets and we spend them as we think best. We ensure that funding is allocated to provide high quality provision for those with SEN. We abide by our duty to identify, assess and make special educational provision for all pupils with SEN, whether or not they have an EHC plan. If we can show that a pupil with SEN requires special educational provision that costs more than a certain threshold the Governing Body will decide whether to divert funding from other areas of the schools' budget to meet the cost of the required resources, whether or not the pupil has a statement or an EHC plan.

Pupil Premium – Free School Meals – EVER6/Disadvantaged

The Pupil Premium is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families. Funding is based on pupils registered for a free school meal, or have been at any time in the last six years, and pupils that have been in care for more than six months, or are part of a service family.

These pupils have first access to any provision that is made by the school.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between pupils eligible for Free School Meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Whilst schools are free to spend the Pupil Premium as they see fit, we are required to publish online information about how we have used the Premium. (See school website)

Speech and Language Support

Mrs J Webster, HLTA, is responsible for providing Speech and Language support. She works with individuals as identified by staff who either receive support from SALT or have communication difficulties as identified by staff. This is an invaluable resource and the progress of the pupils to date has been rapid and sustained.

Support with Basic Skills

Mrs K Palfreyman, a qualified teacher, works with pupils who have been identified for targeted support; typically these are pupils who are underachieving despite many interventions having been put in place. She works on the implementation of basic skills on a daily basis Monday-Thursday.

Accelerated Reading

Miss S Gill, a qualified teacher, is responsible for the delivery of the Accelerated Reading programme. Miss Gill works with identified pupils on a daily basis.

Improving outcomes: high aspirations and expectations for pupils with SEN

Linked to considerations about the role of teachers and support staff, and the importance of target setting to support achievement, is the challenge of focusing on outcomes rather than hours of support a pupil is deemed to require. The challenge for SENDCOs and leadership team is to support staff and parents in understanding that support hours do not necessarily translate into better outcomes for a pupil.

Additional support is reviewed regularly, and with everyone involved, so that its effectiveness can be determined in relation to targeted outcomes and whether or not these have been achieved. This might lead to the removal of support, the maintaining of support at a current level or an increase. What matters is that it is monitored, adjusted and reviewed. This process should be action focussed and transparent to the pupil, parents and staff.

The SENDCO may also be well placed to help school staff and parents decide on how activities in lessons and at home can complement each other.

- The new Code of Practice emphasises the importance of high aspirations for all pupils including those with special educational needs. This will require teachers to set clear progress targets for pupils with SEN that focus on their potential to achieve at or above expectation. It will also require that they are clear about resources needed to help pupils succeed. These may include additional staff who understand their roles and are appropriately trained. It may also include the implementation of 'best fit' evidence based interventions.

- The new code emphasises the importance of using target setting and review procedures to help pupils develop and prepare for the next stage of their education. This will be effective only if pupils involved directly in identifying their aspirations, and understanding and what they need to do achieve them.

Outcomes for SEND pupils

Every school is required to identify and address the SEN of the pupils that they support by:..

- using their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children SEN
- ensuring that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- ensuring that our pupils with SEN engage in the activities of the school alongside pupils who do not have SEN
- having a designated teacher who is responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO – Claire Woodhall BEd Hons, Post Graduate in Specific Learning Difficulties (Dyslexia)
- informing parents when they are making special educational provision for a pupil
- publish an SEN Report (Equality and Accessibility Plan). This requires us to state arrangements for the admission of disabled pupils, the steps being taken to prevent disabled pupils from being treated less favourably than others, the facilities provided to enable access to the school for disabled pupils and our accessibility plan showing how we have improved access progressively over time.
- providing a member of the governing body with specific oversight of the school's arrangements for SEN and disability - Mrs Heather Morris.
- regularly reviewing how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.

The quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, identifies any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

It is the aim of Mount Pleasant Primary School to provide a secure and encouraging environment for all pupils irrespective of culture, gender or ability or medical need. We acknowledge that where a pupil has SEN but does not have an existing statement or an EHCP, their special educational needs should be mentioned in their individual healthcare plan. It is our aim for all pupils to join in the activities of the school. We adhere to the principles of inclusion which are intrinsic throughout this SEN policy. (See Equality and Accessibility Plan).

The Role of the Governing Body.

The Governing Body, with the Head teacher, decide the school's general policy and approach to meeting pupils' special educational needs for those with and without statements. They allocate appropriate staffing and funding arrangements and oversee the school's work.

Code of Practice, paragraph 1:16.

The Governing Body of Mount Pleasant Primary School are fully committed to addressing their statutory and moral duties towards pupils with special educational needs. They take an active approach to all aspects of special educational needs throughout the school.

The Safeguarding Governors Sub-Committee, meet at least once every half term, comprises of the Headteacher, the Deputy Headteacher (Designated Officer and Child Protection Co-Ordinator, LAC Co-ord), the SENDCO (Qualification in Specific Learning Difficulties (Dyslexia), the Vice - Chair of Gobs (Child Protection Governor), the SENCO Governor and two parent governors: (Governor with responsibility for Looked After Children, Governor with responsibility for those who receive Pupil premium funding).

Mrs Heather Morris (B.Phil (ed) "Difficulties in Learning", ACE "Specific Learning Difficulties") was co-opted to the Governing Body following her role with the LA as Specialist teacher with the Learning Support Service for many years. Mrs Morris is now governor with "specific oversight of the school's arrangements and provision for meeting special educational needs" (*COP, para 1:20*). She liaises with the Special Needs Co-ordinator regularly on all related issues.

Information on the implementation of policy on pupils with special educational needs is included within the Governors Annual Report and regularly discussed at Safeguarding Governor Meetings.

The role of the SENDCO

The SENDCO – Claire Woodhall is a qualified teacher working at the school. The SENDCO achieved a National Award in Special Educational Needs in Special Educational Needs accredited Birmingham University in 2006. The National College for Teaching and Leadership has worked with providers to develop a set of learning outcomes. The SENDCO has a Post Graduate Certificate in Specific Learning Difficulties (Dyslexia) in 2012

The SENDCO has an important role to play with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. The SENDCO is part of the school leadership team which enables her to be most effective in that role.

The SENDCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

The SENDCO provides professional guidance to colleagues and works closely with all staff, parents and outside agencies. The SENDCO is aware of the provision in the Local Offer and works with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The Role of the SENDCO includes:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for pupils with SEN
- liaising with the Designated Teacher (Mrs Capener, Deputy Headteacher) where a looked after pupil has SEN

- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Liaises with the teaching staff and those providing additional support, to determine priority needs for resources and interventions.
- Monitors the provision made for the curriculum, progress and attainment of pupils with SEN, and disability and those pupils who attract Pupil Premium funding.
- ensuring that the school keeps the records of all pupils with SEN up to date

The SENDCO works .6 and has sufficient time and resources to carry out these functions. This provides the SENCO with sufficient time to enable her to fulfil all responsibilities in a similar way to other important strategic roles within a school.

Management

The monitoring and evaluation of SEN provision includes:

- Overseeing and up-dating of records and plans
- Advising and liaising with colleagues in Nursery, KS1 and KS2
- Liaising with Literacy, Numeracy and Assessment Co-ordinators.
- Liaising with Headteacher
- Making swift and easy referrals to outside agencies and coordinating the work of agencies in school.

Admissions

Mount Pleasant Primary School follows the guidelines as set out by the Dudley MBC, admission arrangements.

Prior to admission information will be sought from a variety of sources including, Early Years Educational settings, parents, SEN records, external agencies, previous schools. Parents of pupils are given time to share information and concerns with the Headteacher.

Access for disabled pupils

Mount Pleasant Primary School is a one-storey building. The KS1 and Early Block was built in 1888; consequently, some areas have limited access for wheelchair use, however, where possible, areas have been adapted to adhere to the requirements of the Equality and Accessibility Plan. PEEPs are carried out annually as children with disabilities move to different areas of the school building.

Resources

The school receives an allocation of funding from Dudley MBC. As part of the SLT, the SENDCO has a direct say in how this budget is spent.

Records

Copies of all records are held centrally by the SENDCO. Every classteacher and any TA working with the pupil has a copy of the current SEN Support Plan.

Evaluating the success of the SEN Policy

The school monitors the effectiveness of the SEN policy by a range of methods:-

- Individual progress – targets met, movement between stages
- Key stage assessments
- Parent & pupil participation in reviews and target setting
- Evidence of differentiation in planning
- Feedback from parents
- OFSTED reports
- Recommendations from external agencies acted upon
- Governors' Annual Report to Parents

Complaints procedures

If a parent is not satisfied with the special educational needs arrangements for their pupil the teacher should be contacted in the first instance. The SENDCO will be informed. If a satisfactory outcome is not achieved a meeting between the parent, teacher and SENDCO will be arranged at a mutually agreed time.

The Head teacher may be contacted to arrange a meeting to discuss concerns.

Parents are given the opportunity to speak to the SEN governor.

Parents are made aware of the Parent Partnership Service that can play an important role in preventing disagreements.

If no solution can be found parents are advised to follow the schools and/or LA Complaints Procedure (a copy can be requested from the school office).

In-Service Training and Continuing Professional Development (INSET/CPD)

.The SENDCO keeps up to date with current trends by:

- ~ attendance at the LA SENDCO forums.
- ~ informal advice from external agencies.
- ~ attendance at course / seminars.
- ~ reading relevant literature.
- ~ access to the Internet.

An in-house training programme is in place to up skill the teaching staff and support team. Sessions are led by the Head teacher, subject co-ordinators, the SENDCO, members of the support team who have specific training in a certain area and external specialists.

Support team members also attend courses and seminars where appropriate to their role and in relation to the specific needs of the children in their cohort.

Liaison with external agencies

The school acknowledges the support of the LA Support Services. Close cooperation is encouraged. Referrals to services are made as required.

Parent Partnership Services (SENDIASS)

The Parent Partnership Service is funded by Dudley LEA. The service operates independently. It is an impartial, confidential service for parents and carers of pupils with disabilities and Special Educational Needs. The service is based at Trafalgar House 47-49, Kings Street, Dudley. The contact number is: 01384 236677.

Transition Arrangements

If a pupil has received any level of special needs support all the documentation concerning the pupil's targets set, interventions that have been put in place and outcomes are transferred to the receiving school. In the case of Year 6 pupils SENDCOS from secondary schools visit the school to discuss the needs of the SEN pupils.

Local Offer

The Local Authority have a duty to publish their local offer- the resources and suitable placements to cater for pupils needs from birth to 25yrs old.

SEN Support - Diagnostic Assessment

When pupils make the transition into in Year 3, if the interventions to date at the PON stage of support suggest that insufficient progress has been made, they are assessed diagnostically using a variety of assessments.

The assessments are as follows:

1. YARK – York Assessment of Reading for Comprehension
2. SWST – Single Word Spelling Test
3. PhAB – Phonological Assessment Battery
4. WRIT – Wide Range Intelligence Test
5. MaLT Maths Assessment for Learning and Teaching

Or

6. Sandwell Early Numeracy Test (Early Years)
7. BPVS – British Picture Vocabulary Scale (Early Years)
8. British Dyslexia Screener – used to assess pupils who are deemed to be SpLD (Specific Learning difficulties) as a result of all diagnostic.

Appendix 1 - Identification of Needs

Is the child at risk of underachievement? Identification of need.

- EVER6 (PP)
- Identified speech and language concerns
- Identified hearing/visual problems
- Identified physical/co-ordination problem
- Obesity/identified health problems/Care Plan
- Boy
- Summer Birthday
- EAL
- Prem baby/low birth weight/twin
- Poor attendance
- Poor behaviour
- Poor level of PSE
- Pupils below age expected levels
- Pupils not making expected progress at the rate expected of their age and starting point

Courses of Action

- Accelerated Reading
- Sp and lang (JW)
- Additional Teacher Support
- Differentiated teaching
- Teaching Assistant
- Get Moving
- Counsellor
- Nurture Group
- Reading Buddy
- Focussed small group support
- Focussed individual intervention
- Parent Support Group

Monitoring Pupil Performance

- Attainment on entry
- Regular feedback and assessment (Big 4, AfL)
- Assessment against targets and minimum expectations
- Child placement in group eg SET2
- Pupil Progress Meetings
- General evidence gathering eg Provision Mapping
- PON
- SEN Support – CW assessment

Appendix 2 – Criteria for Access to Funded Support

The school is able to provide, or access, a variety of specific support for children who meet the criteria for that support.

Many areas of this level of support has a cost. The school has limited funding, therefore any 'costed' resources must be used efficiently and effectively allocated to bring about the desired impact.

When children are identified as needing additional support, beyond that already in place, the SENCO will meet with the SLT to discuss the provision required and possible costs. Each individual case is considered carefully, using the guidelines below. Where there remains disagreement, or changes to provision, the Safeguarding Governors will be asked to consider the provision required.

Where support that has a financial implication is used, the intervention is monitored and evaluated to ensure that it is bringing about the desired impact.

Where there is little or no impact, over a period of time, support may be withdrawn whilst other actions are considered.

Funded Support	Cost (approx - 2016)	Criteria/ guidelines
Learning Support assessment Eg dyslexia, (delivered by the SENDCO – Post Graduate Qualification in Specific Learning Difficulties)	£400.00 (each assessment)	Disadvantaged The child is in KS2 If a child is identified as being at least two or more years below their age-related expectations. There is a wide, or widening gap between progress and attainment across subject areas.
Accelerated Reading (delivered by specifically trained teacher)	£1,220	Disadvantaged Not SEN Child is in Yr 1/Yr 2 Child is falling behind in reading ability. Meets assessment criteria for the programme. Well supported at home.
Speech and Language Support (delivered by specifically trained HLTA)	£200.00	Disadvantaged The child has been assessed by the Speech and Language Therapist following a referral and a programme of support has been provided to school.
Get Moving Programme (delivered by three staff; specifically trained HLTA and Support staff)	£200.00	Disadvantaged Children with poor gross and fine motor skills. Request from Occupational Therapy.

Specialist Support Teacher (delivered by qualified Teacher)	£280.00 (per term)	Disadvantaged Not SEN Children identified as falling behind in academic areas eg maths and English.
Counsellor (delivered by qualified Counsellor)	£630.00 (per 10 weeks)	Disadvantaged Children identified as having severe social and emotional interruptions. Children who have encountered; trauma, loss and abuse.
Educational Psychology (delivered by qualified Educational Psychologist)	£400.00 (per assessment)	Disadvantaged There is a mis-match between the ability to learn facts and apply them. The ability to be able to read without comprehension. Difficulty responding to verbal instructions. Has a grasp of concrete concepts but finds abstract concepts challenging. Has difficulty with the following; social communication, social interaction, changes to routine, sensory issues eg music too loud. To support an application for and Education and Health Care Plan.
Nurture Group (delivered by trained Support staff)	£50.00 (per term)	Disadvantaged Children identified as having some degree social and emotional difficulties.
THRIVE – Emotional and mental well- being (delivered by lead practitioners for THRIVE)	£450.00 (per term)	Disadvantaged Following screening, children who have been identified as unavailable for learning. Children who are resistant to previous interventions.
Phase Trust Support (delivered by trained professional)	£420.00 (per term)	Disadvantaged The child has challenges and obstacles to their own personal development. The child has a diagnosis of a known disorder.