

Marsh Hill Primary School

Special Educational Needs and Disability Policy



Mission: To provide a caring, respectful, tolerant environment in which all individuals are enabled to fulfil their full potential through a creative and enjoyable curriculum.

Policy	Statutory
Approved by:	Governing Board Date: 29 January 2020
Last reviewed on:	January 2020
Next review due by:	May 2021

RATIONALE

At Marsh Hill Primary School, we believe that the provision of Special Educational Needs (SEN) is a whole school issue and therefore should be echoed in all school policies and practices. It is our duty as educators, to recognise and take action to ensure that all children access equally, a broad and balanced curriculum matched to their educational needs, in order to achieve their full potential.

Marsh Hill welcomes admission requests from all members of the community. The following steps are taken to ensure that children with a disability are not treated less favourably than other children:

- We ensure that, as far as possible, full participation in the school curriculum is achieved.
- We facilitate a high level of social integration between Special Educational Needs and Disabilities (SEND) children and other children.
- We monitor the progress and attainment of every child whether SEND or non SEND relative to their current education.
- The facilities provided by the school ensure full and complete access to the school building for every child at every point in the primary education.
- We ensure we make reasonable adjustments according to need.
- It is the responsibility of the Special Educational Needs Co-ordinator (SenCo) to create an accessibility plan on an annual basis using the Standards for Inclusion document.
- We work closely with all outside agencies and seek support at as early a stage as possible. The agencies we use are: Communication and Autism Team, Pupil and School Support, Specialist Support Services for vision and hearing, Educational Psychology Service, Speech & Language Therapy and Behaviour Support Services.
- With parental permission we can make referrals to health support including: Community Paediatricians, speech and Language and Occupational Health for physical development
- The school have followed the New Code for Special Educational Needs from September 2014.

PURPOSES

All the staff and governors attached to Marsh Hill have a responsibility for the teaching and learning of all children with SEND.

This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as having an additional educational and/or special educational need according to national guidelines. We use the Birmingham Toolkit Tracker, Criteria for Special Provision (CRISP), teacher assessment and outside agency advice to ensure that a complete and accurate picture is built-up for each child. This is called the Graduated Approach and will be over a given time period.

At Marsh Hill our aim is to provide opportunities for all children by:

- Creating an inclusive environment in which all children thrive.
- Focusing on high standards and raising achievements to give our children the best chance.
- Helping our children to move forward in their development of knowledge, skills and understanding by setting agreed targets for improvement.
- Providing a rich and exciting curriculum; that extends out of school; that is broad and balanced; that as well as being academic develops children socially, physically, morally and spiritually.
- Preparing children for the challenges they will face and help them prepare to be able to take charge of their lives.
- Encouraging children to be proud of what they have achieved.

- Working closely with parents to help them to support their children.
- To deliver specific interventions for those children with an EHC/Statement.
- To deliver specific interventions for those children identified as requiring SEN support

Broad Guidelines/Roles and Responsibilities

Inclusion Leader:- Mrs Holmes is responsible for the day to day operation of the special needs policy and coordinating provision, ensuring and maintaining progress, support staff to ensure that interventions are timely and appropriate. Supporting pupils and ensuring that we follow the Graduated Approach to ensure all pupils achieve the best possible outcomes.

The school employs Teaching Assistants (TAs), who amongst their role support the class teacher in providing the provision of education for children with SEN.

We have a qualified Lead Practitioner for Autism, this will meet the new guidelines in Ofsted and the new SEND bill.

Head Teacher is responsible for ensuring that the SEND policy is followed and that all pupils have a broad and balanced curriculum differentiated and appropriate for their needs. The head teacher alongside members of the Senior Leadership Team ensure that the curriculum is delivered appropriately by carrying out learning walks, work scrutinies and data analysis. All pupils are expected to make progress in line with their peers and from their starting point. The Head Teacher sets professional targets for all staff to ensure that this is complied with.

Governing Body:- A member of the school Governing Body ensures that the correct administration of the Code of Practice and this policy is effective and meets the needs of the pupils.

CONCLUSIONS

The success of Special Educational Needs provision at Marsh Hill Primary School can only be ensured through a continued working relationship between staff, pupils, parents, Governors and outside agencies. It is our duty to provide a curriculum that supports the learning of all of our pupils, at whichever point of the learning spectrum they are and whatever their particular learning style. We regularly monitor the progress of children on the SEN register to make sure that they make as much progress as their peers. From September 2015 this will ensure that these children make at least six steps progress in order to reach Age Related Expectations as far as possible.

Those children who require additional support to ensure gains are maintained are given specific individual targets and have specific targeted teaching in small groups or on a 1:1 basis

ADDITIONAL GUIDELINES

TYPES OF SEN

The 0-25 SEND Code of Practice (2015) identifies SEND in four broad areas of special educational need and support as:

1. Cognition and Learning

- Specific learning difficulties (e.g. dyslexia, dyscalculia, dyspraxia)
- Moderate learning difficulties
- Severe learning difficulties
- Profound and multiple learning difficulties

2. Social, emotional and mental health

- Behaviour, emotional or social difficulties
- Attention Deficit Hyperactivity Disorder (ADHD)

3. Communication and Interaction

- Speech, language and communication difficulties
- Autistic Spectrum Condition (ASC)

4. Sensory and/or Physical

- Visual impairment
- Hearing impairment
- Multi-Sensory impairment
- Physical disability

FACILITIES and PHYSICAL ACCESS

Following a rebuild in 2001 Marsh Hill Primary School is now a modern building which is easily accessible to all. For example it has a lift and three disabled toilets. These facilities enable and encourage inclusion of all children at our school.

IDENTIFICATION, ASSESSMENT and PROVISION

From September 2014 Marsh Hill School uses the new guidance from the new SEND bill. The guidance we will adopt will be as follows:

- School Action and School Action Plus will be replaced by SEN support: a graduated approach to identifying and meeting SEN.
- Publishing a SEND report on the school website.
- Writing an Accessibility Plan to ensure that **all** stakeholders have access to a broad and balanced approach of support.
- Marsh Hill will continue to involve parents in identifying needs, deciding outcomes, planning provision and seeking expertise at whatever point it is needed.
- Statements will be phased out from September 2014 and will be replaced by Education, Health and Care (EHC) assessments and plans.
- We will continue to use the Birmingham Toolkit Tracker, teacher assessment and CRISP to write Individual Education Plans (IEP's) and where required Proposed Provision Plans.
- A programme of intervention will be set out within the plans. This intervention will be a suitable mix of Wave 1, Wave 2 and Wave 3 strategies.
- Teaching Assistants will be regularly trained in the use of special needs materials in order for children to make progress within the targets and the curriculum.
- Interventions will be linked closely to the curriculum so that children can use and apply the skills independently.
- IEPs will continue to be written by class teachers with support from the Inclusion Team and parents on a termly basis. Targets will need to be updated if a child makes rapid progress during the intervention.
- The Local Offer will set out what all local agencies are expected to provide including what schools are expected to provide from their delegated budget, their 'notional SEN budget'.

As well as the Birmingham Toolkit Tracker other information is taken into account, such as Foundation Stage profiles, KS1 SAT results, QCA results, attainment, children's work, teacher discussions, parental information and information from previous schools.

Throughout the year a number of children may present further concerns which require outside agency support, assessment and/or provision and are acted upon appropriately by the Inclusion Leader.

Class teachers and TAs keep copies of IEPs (Appendix 1) with their planning/assessment folder and use them as working documents. This enable IEP targets to be delivered daily during whole class and small group teaching.

TRANSITION:-

SEN support should include planning and preparation for the transitions between different phases of education and preparation for adult life. This is particularly important in:

- End of Foundation Stage 1 into Reception Rising 5.
- End of Early Years Foundation Stage (end of Reception into Key Stage One)
- End of Primary school, Year 6 (child is 11 years old)

Marsh Hill does not have an onsite Nursery therefore meetings take place with the Nursery Teachers from local state nurseries and private nurseries. We also carry out Home Visits with parents and incoming pupils prior to them entering Reception.

At Marsh Hill Primary we ensure that a smooth transition between year groups and between Key Stage One is at the forefront of planning for next year.

Meetings with teachers from the existing class and the receiving class takes place. This is to ensure the new class teacher has a holistic overview of all pupil needs.

For some children who may require further support due to their SEN need or emotional support, transition booklets are put in place to help support.

PARTNERSHIPS

At Marsh Hill every opportunity will be taken to ensure parental help, support and involvement in the daily life of the school. All parents and children have signed a home/school agreement form.

There are three parent consultations during the school year for parents to discuss their child's progress and an annual report at the end of the summer term.

As well as the IEP Reviews and Annual Reviews parents also have an opportunity to discuss a concern, or a temporary change in behaviour or learning pattern with the Class teacher, SendCo, Inclusion Leader, Assistant Head, Deputy or Head teacher at any point throughout the school year. The Inclusion Team offer an open door policy for all parents with SEN concerns.

At Marsh Hill we believe that multi-agency work is an effective way of supporting children with a range of needs as outlined in Every Child Matters. We currently receive support from a number of external agencies: Pupil School Support, Educational Psychologist Service, Behaviour Support, Communication and Autism Team, SENAR, BEACON and the School Nurse (Appendix 2). These dedicated specialists, will work closely with each other and the school. The school also works closely with Social Care and Health on matters relating to Child Protection and other services relating to speech and language, occupational health, ADHD teams, Community Paediatricians, counselling, bereavement etc as the need arises.

As well as the Inclusion Team, the Pastoral Team play an important part and regular liaison between the SEN team and the behaviour team is vital.

EVALUATION

At Marsh Hill the Head Teacher includes information on SEND in the Head Teacher Report to Governors at each meeting.

The success criteria by which Marsh Hill evaluates the success of the SEND Policy is as follows:

- To have identified a child with SEND at the earliest possible stage and provided appropriate provision to meet their need.

- That children with SEND have made progress towards IEP targets and shown improvement in literacy, numeracy and the wider curriculum.
- To have followed the Code of Practice on the Identification and Assessment of Special Educational Needs and Birmingham Initiatives (SEN Audit and CRISP).
- To have effectively used TAs and resources in maximising the level of achievement of children with SEN.
- That parents feel fully involved as partners in their child's education and have contributed to helping their child achieve their targets.

Review, Monitoring and Evaluation

This Policy should be read in conjunction with the following documents, all of which are available on the school website:

- SEND Information Report
- Medical Needs Policy
- Accessibility Plan
- Behaviour Policy
- Anti-Bullying Policy
- Safeguarding Policy

This policy will be kept under review by the school's senior leadership team. This policy is a working document and therefore is open to change and restructuring as and when the need arises.

Next Review Date: March 2022

Appendix 1 – Individual Education Plan

From November 2021 the school have started to use Birmingham Toolkit Tracker. This will aid the assessment and celebrate the small steps of progress that SEN pupils make. The pupils will be assessed across Literacy and Maths Skills including: Speaking and Listening, Reading Writing, Subtraction, Addition, Multiplication and Division.

Thread	Current Band	Target Band	Band Descriptions	Comments
1. Group Discussion & Interaction	7	8	Copies others' language and begins to be aware of current peer language e.g. copies inappropriate words, says 'well' or 'whatever'.	
2. Grammar & Sentence Building	5	6	Can use long and detailed sentences e.g. 'On Saturday my friend came to my house and we went to the park.'	
3. Listening & Understanding	6	7	Listens to and responds appropriately to instructions that contain 2 or 3 parts e.g. 'Finish your picture, then sit on the carpet and look at a book.'	
4. Verbal Storytelling & Narrative	6	7	Describes events but not always in the right order e.g. 'I went on the top of the bus with dad. The big slide is scary. We talked the ball as well.'	
5. Vocabulary	6	7	Uses specific vocabulary to make the meaning clearer e.g. 'I drew a graph today, a bar graph.'	
6. Speech Clarity	7	8	Uses speech that is consistently clear and easy to understand although there might be some occasional errors with longer words and words that have 2 or 3 consonant blends at the beginning e.g. scramble.	
7. Reading Fluency	10	11	Can read 25 of the Y3-4 common exception words fluently. Can recognise and understand the use of speech marks in print and uses them effectively when reading aloud.	
8. Phonics	9	10	Can sound out most unfamiliar words accurately, without undue hesitation. Can read accurately most words of 2 or more syllables e.g. fantastic, contradict. Can read most words containing common suffixes e.g. -turn, -sun, adventure, division.	
9. Attitude to Reading	9	10	Can identify a favourite author. Can discuss and compare an increasing range of traditional tales and stories.	
10. Understanding	9	10	In a book they can read fluently, the pupil can check it makes sense to them, correcting any inaccurate reading. In a book they can read fluently, the pupil can answer questions and make some inferences. In a book they can read fluently, the pupil can explain what has happened so far in what they have read. In a book they can read fluently, the pupil can predict what may happen next from the detail in the story. In a book they can read fluently, the pupil can understand the use of alphabetically ordered texts e.g. indexes etc.	

This is how the new IEP will look. The statements will be addressed through high quality Wave 1 teaching, Wave 2 support and Wave 3 interventions.

Staff are skilled in understanding how to lead the learning forward so if a target is reached before the next IEP review then this will be clarified and moved on so that children have further opportunities to progress.

Appendix 2 – external support

Agency or Service	Who they work with	How school can get in touch with them
Behaviour Support Service (BSS)	Children or young people with emotional, social or mental health difficulties that impacts on their behaviour in school	School will be able to contact BSS for telephone advice and to share this with parents and teachers.
Beacon School Support	Children or young people with emotional, social or mental health difficulties that impacts on their behaviour in school	School have an allocated worker who they will contact after a parent or carer signs a referral form
Communication and Autism Team (CAT)	Children or young people who are being assessed for or already have a diagnosis of Autism or communication difficulties. They will also provide support for families of children or young people with these difficulties	School have an allocated worker who they will contact after a parent or carer signs a referral form. Background information is obtained so that a clear picture of the child's needs is shared. They will work closely with the child and parents.
Community Paediatricians	Children or young people with possible medical or neurological difficulties that require specialist medical assessment and diagnosis.	School completes a referral with consent from the child's parents.
Educational Psychology Service (EPS)	Children or young people with complex needs. An Educational Psychologist will always be involved with a child or young person who is referred for an Education, Health and Care Plan.	School have an allocated worker who they will contact after a parent or carer signs a referral form. Background information is obtained so that a clear picture of the child's needs is shared. They will work closely with the child and parents.
Pupil and School Support (PSS)	Children or young people who are working below the levels expected for their age in cognition and learning. A Pupil and School Support Teacher will also work with staff in schools offering support.	School have an allocated worker who they will contact after a parent or carer signs a referral form. Background information is obtained so that a clear picture of the child's needs is shared. They will work closely with the child and parents.
Speech and Language Therapy Service (SaLT) NHS	Children or young people with a suspected speech and language difficulty (articulation or understanding)	School can refer concerns with written parental consent for a speech or language assessment to be completed. The therapist will then outline a programme of care to be delivered by trained school staff.
Occupational Therapy	Children or young people with physical difficulties that require regular support. Occupational Therapy advice is also sort for pupils with sensory overload.	School can refer concerns with written parental consent for an assessment of need.
School Nurse	Children or young people with medical needs, allergies, concerns regarding eating, weight or	School has access to telephone advice from the nursing team. For more complex needs a referral

	bedwetting particularly where medication is needed.	can be submitted with verbal parental consent.
Specialist Support Services for vision and hearing	For pupils with a diagnosis of hearing or sight loss. These pupils will be under the Birmingham Children's Hospital for Complex needs.	Pupils who require this additional support will be assigned a case worker via their consultant. These professionals will work closely with school and parents to ensure the best possible outcomes for these pupils.

Appendix 3 – The Graduated Approach

SEN Support – High quality inclusive teaching is at the heart of the Graduated Approach. This will lead into high quality assessment, implementation of interventions and regular review of progress.

Assess

The class teacher, working with the SENCo, discusses the child's needs and creates a baseline assessment by which progress will be measured. Schools should also take seriously any concerns raised by parents.

The assessment should be reviewed regularly, with specific dates set for the next review.

Plan

A plan of additional support is drawn up for a pupil, a record must be kept and the parents informed.

The school and parents agree what progress they hope will be made (outcomes), and by what date (deadlines).

Do

The pupil is given extra support, undertaken under the supervision of the class teacher.

Review

The SEND Code of Practice (2015) is not specific about the frequency of reviews, but termly would fit in with the requirement to meet parents three times per year. Parents should be fully involved.