



MARSH HILL PRIMARY SCHOOL

Special Educational Needs 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.

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 schools 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.
- The outreach team at Wilson Stuart will offer telephone advice and take referrals for fine and gross motor issues.
- 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 SEN audit, 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.

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

Inclusion Leader, Mrs Holmes is responsible for the day to day operation of the special needs policy and coordinating provision. Mrs Aujla is Deputy Senco and will provide additional support for assessment and delivery of targeted intervention. Mrs Aujla undertook the qualification for SEN 2015-2016. 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.

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 three qualified Lead Practitioners for Autism, this will meet the new guidelines in Ofsted and the new SEND bill.

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 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

A child may have a special educational need as a result of one or more of the following:

- **Cognition and Learning**
 - Specific learning difficulties (e.g. dyslexia, dyscalculia, dyspraxia)
 - Moderate learning difficulties
 - Severe learning difficulties
 - Profound and multiple learning difficulties
- **Behaviour, Emotional and Social Development**
 - Behaviour, emotional or social difficulties
 - Attention Deficit Hyperactivity Disorder (ADHD)
- **Communication and Interaction**
 - Speech, language and communication difficulties
 - Autistic Spectrum Condition (ASC)
- **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 audit, teacher assessment and CRISP to write Individual Education Plans (IEP's).
- A programme of intervention will be set out within the IEPs. 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'.

Marsh Hill will carry out a pupil SEN audit three times a year. The audit is a set of attainment criteria covering 14 threads and 4 bands from 0 to 3. Children who were previously on the SEN register or who are identified as causing a concern in language and literacy are assessed against the audit criteria.

As well as the SEN audit other information is taken into account, such as Foundation Stage profiles, KS1 SAT results, QCA results, attainment, children's work, 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 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.

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, SENCO, 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 agencies: Pupil School Support, Educational Psychologist Service, Behaviour Support, CAT, SENAR, Featherstone Hub, Think Family and the School Nurse. 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, 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.

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 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.

This policy will be reviewed every 12 months and consideration given to the implications for future whole school development planning.

Next Review Date: Oct 2018