

2-8 Special Educational Needs Policy

This Policy applies to the entire setting including the EYFS.

This policy is in line with the requirements of the SEN and Disability Code of Practice 0-25 Years January 2015.

Definitions: As detailed in the SEND Code of Practice (2015)

'A child 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 child 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 children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.'

Children with SEND may need extra help because of a range of needs such as

- Difficulties in thinking and understanding
- Physical or sensory difficulties
- Emotional or behaviour difficulties
- Difficulties with speech and language

This policy should be read in conjunction with:

- 2.9 Gifted, Talented and More Able Children Policy;
- 4.3 Three year SENDA Policy and, if relevant;
- 2.10 Teaching English as an Additional Language Policy.

Our beliefs

The Mead is an inclusive school for children of both sexes who have the ability and aptitude to follow a differentiated Mead curriculum. The Mead is not a specialist provider under Section 14 of the Children and Families Act 2014.

We believe that all children with or without SEND have the right to a balanced, broad and challenging curriculum. In order for them to access the National Curriculum and Early Years Foundation Stage (EYFS), all staff use a differentiated approach to planning in the classroom. This enables all children to benefit at their own level. Provision maps, suggesting specific targets, will operate in addition to or alongside differentiated class work. Where possible,

extra support is provided within the classroom by a Teaching Assistant, who works with an individual or small group. There are occasions when children may be withdrawn for a short while to carry out specific targets or interventions with a specialist teacher, that will help facilitate progress for future integration into classroom activities. We try to meet the special education needs of children with physical disabilities as far as is practical in terms of the layout/ resources of the school, and in compliance with the *Special Education Needs and Disability Code of Practice January 2015*.

Our aims

1. To identify at the earliest opportunity any child, including EYFS, who may have special educational needs. To initiate support, through differentiated approaches within the class. (Wave 1 and 2)
2. To plan high quality teaching targeted at a child's area of weakness.
3. To assess children in school both summatively and formatively and when deemed necessary, by outside agencies.

Within our school we support each child:

- to read fluently, with understanding and enjoyment
- to write legibly with a satisfactory standard of spelling, punctuation and grammar
- to communicate clearly and confidently in speech and writing
- to listen attentively
- to understand key mathematical language and concepts
- to develop an awareness of self and sensitivity to others, acquiring a set of moral values and the confidence to make and hold valid moral judgements
- to develop habits of self-discipline and acceptable behaviour.

Roles and Responsibilities

1. Directors, in co-operation with the Head, determine the school's general policy and approach to provision for children with SEND; establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.
2. The Head has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND. The Head will keep the directors fully informed and also work closely with the school's Special Educational Needs Coordinator (SENCO).
3. The SENCO's key responsibilities include:
 - overseeing the day to day operation of the school's SEND Policy
 - co-ordinating provision and resources for children with SEND
 - liaising with and advising fellow teachers
 - managing specialist teachers and teaching assistants involved specifically with SEND provision

- overseeing the records of all children with SEND
- liaising with parents/carers of children with SEND
- contributing to the in service training of staff

4. All teachers are responsible for identifying pupils with SEND and in collaboration with the SENCO will ensure that those pupils requiring different or additional support are identified at an early age.

Identification

Early identification, assessment and provision for any child who may have SEND are important. When considering children with SEND, a graduated response is adopted. This matches action to the individual child's needs and involves:

- steps taken to identify and assess pupils with SEND
- procedures to follow in making provision for such pupils
- arrangements which should be adopted for reviewing the effectiveness of the provision
- the next steps to be taken - (identification, assessment, provision, reviewing and future action).

The Code of Practice does not assume that there are hard and fast categories of SEND, but recognises a child's needs and requirements fall into four broad areas:

- Communication & interaction (Language & Autistic Spectrum Disorder)
- Cognition & Learning (General Learning and Specific Learning difficulties)
- Social, emotional and mental health difficulties
- Sensory and or physical

Formative and summative assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making adequate progress, is seen as a significant factor in considering the need for SEND provision.

The Graduated Response to SEND

When a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. The SEND support should take the form of a four part cycle through which earlier decisions and sections 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 practice.

The graduated approach outlined in the Code of Practice and adopted by The Mead School are:

- Assess
- Plan
- Do
- Review

The graduated approaches outlined in the SEND Code of practice 2015 and adopted by The Mead School are;

The pupil's class teacher:

- identifies that a pupil has some form of SEND
- collects relevant information about the pupil, consulting the SENCO and makes known that the child should be recognised as giving 'Cause for Concern'
- consults the pupil's parents and the pupil
- gives special help in the classroom through appropriate differentiation
- keeps careful records
- monitors and reviews the pupil's progress
- decides in consultation with the SENCO that a child is placed on the SEND register.

The SENCO:

- advises the class teacher, who remains responsible for planning, teaching and recording
- marshals relevant information gathering including, as appropriate, information from beyond the school
- ensures that a provision map is drawn up in consultation with the class teacher
- ensures that the parents and class teacher are involved in a termly meeting to review and formulate the provision map and pupil passport
- ensures the Head is informed
- monitors and reviews the pupil's progress.

The processes described above meets the needs of most children, but if the pupil has not made progress, the following action is taken. (Wave 3)

- Request for the involvement of outside specialists such as an Educational Psychologist to provide further assessment, develop the child's individual programme, provide further advice on teaching strategies and behaviour management or provide particular intervention themselves.
- Recommendation to a specialist teacher.

Education, Health Care (EHC) plans

- When it is felt that the pupil's needs are still not being met by the above approaches, a request for a formal assessment can be made to the LEA. This is only made in agreement between the child's teachers, Head, the SENCO, the Educational Psychologist and parents.
- The LEA considers the need for an EHC plan and, if appropriate, makes an EHC plan. They arrange, monitor and review provision with the SENCO.

Provision Mapping

Strategies employed to enable a child with SEND to progress will be recorded within a Provision map. The provision map will include information about;

- The short term targets set for the child
- The teaching strategies/ interventions to be used
- The provision to be put in place
- Outcomes (to be recorded when the provision map is reviewed)

The provision map will only record that which is additional to, or different from, the differentiated curriculum (Wave 1) and will focus on individual targets that match the child's needs and have been discussed with the parent and, if appropriate, the child.

Staff must take responsibility to acquaint themselves with children who have specific needs. A whole school provision map will be maintained and updated by the SENCO and reviewed termly. Class and specialist subject teachers can, at all times, liaise with the SENCO and specialist support teacher.

Pupil Passport

We consider parents to be partners with the school in their children's educational progress, and recognise that they have a crucial bearing on the child's learning and on the effectiveness of SEND provision. Class teachers will produce a pupil passport with input from the child and discussed with the parents by the end of the pupil's first term. This will be based on a discussion with parents to discuss children's needs in the classroom and what provision has been put in place or can be put in place for that child. These, along with provision maps will be reviewed at parent consultations termly, telephone or email communication as and when necessary. Parents will have clear information about the impact of the support and interventions provided.

Provision

In addition to small class sizes and a differentiated curriculum, The Mead School offers further support to pupils with SEND in the following ways:

- Weekly Phonics and spelling comprehension booster group (Springboard)
- Weekly handwriting club (up to three morning sessions) KS1
- Access to specialist Dyslexia Teacher
- Timetabled support within the classroom from Support Assistant in Key Stage 2, to assist individuals or small groups with class work, within or outside the classroom
- Classroom assistants in Key Stage 1 to support individuals or small groups
- Streamed mathematics and SPaG (Spellings, Punctuation & Grammar) lessons, to allow for more individualised support.

Assessment

The success of the school's SEND Policy and provision is assessed and evaluated through:

- monitoring of classroom practice by SENCO and subject coordinators
- regular tracking in curriculum meetings, and in Tuesday whole-school meetings
- analysis of pupil tracking data and test results
 - for individual pupils
 - for cohorts
- consideration of each pupil's success in meeting provision map or Pupil Passport
- school self-evaluation
- the School Development Plan/SEND Provision Review.

STAFF: A Webster (Head), J Webster (SENCO), G Wilson (Deputy Head) R Hall (Business Manager)

AMENDED: October 2019

NEXT REVIEW: January 2020

List of abbreviations

LEA- Local Authority

LSA- Learning Support Assistant

SEND- Special Educational Needs and Disability.

SENCo- Special Educational Needs Coordinator

Wave 1- Quality First Teaching

Wave 2 – Small group interventions

Wave 3 – Interventions run from children with a diagnosed SEND

Appx A

SEND Recommended Professionals.

These are professionals from a number of different fields that we, as a school recommend and have worked with in the past. The SENCO would be happy to source other professionals if parents ask or if the needs of the child change.

Specialism	Name	Contact details
Educational Psychologist	Sally Kemp	sallykemp.ep@aedifico.uk.com
Educational Psychologist	Paul Eames	pauleames1@gmail.com http://pauleames.co.uk/
Clinical Psychologist	Dr Gwyn Carter	http://www.clinicalpsychologistkent.co.uk/ gwyn@high-view.org.uk
Occupational Therapist	Jo Brett and Team	info@starjumpz.com
Occupational Therapist	Karen Al Khina	http://www.cleverkidsconsultancy.co.uk/en/about-us.html karen@cleverkidsconsultancy.co.uk
Speech and Language therapist	Jo Levett	http://www.jolevettspeechtherapy.co.uk/ info@jolevettspeechtherapy.co.uk
Speech and Language therapist	Alice Brown and Catherine evans	therapy@speechtherapytunbridgewells.com http://www.speechtherapytunbridgewells.com/
Consultant Paediatrician	Dr Georgie Siggers	info@starjumpz.com
Dyslexia Assessment	Juliet Tindal	jtindal@thameadschool.co.uk