



Montalbo Nursery and Primary School

Special Educational Needs and Disabilities (SEND) Policy

Head Teacher: Mr C Minikin

Special Educational Needs Co-ordinator (SENCO): Mrs S Channell

SEND Governor: Ms M Freeman

1. Introduction

At Montalbo Nursery and Primary School we are committed to the equal inclusion of all pupils in all areas of nursery and primary school life. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Code of Practice 0-25 years (2014), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEND information report.

2. Definition

Special Educational Needs as defined by the Government's SEN Code of Practice (2014):

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

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.

Definition of Disability:

Many children and young people 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 children 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. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between children with a disability and young people with SEN. Where a young person with a disability requires special educational provision they will also be covered by the SEN definition.

3. The Four Areas of SEN

The determining factor for a child or young person being identified as having SEN must be educational issues. Children and young people may have other difficulties such as housing, family or other domestic circumstances which should be addressed through a multi-agency approach using the Early Help assessment. In County Durham, this is provided by the One Point Service.

The definition of SEN set out in the Code of Practice is deliberately broad due to the wide spectrum of difficulties that can lead to a child or young person experiencing problems in learning. The Code of Practice narrows this spectrum into four broad areas of SEN, with the intention of helping schools and others to plan their provision and to focus on relevant and high-quality interventions:

The four primary areas of special educational need are:

a. Communication and Interaction

Children may have speech and language delay, impairments or disorders, specific learning difficulties e.g. dyslexia, dyspraxia, hearing impairments or autistic spectrum disorder.

b. Cognition and learning

Children may experience general or specific learning difficulties and require systematic programmes to aid progression. Such requirements may also apply to some extent to children with physical and sensory impairments and autistic spectrum disorder. Specific learning difficulties include, for example, dyslexia.

c. Social, emotional and mental health

Children may be withdrawn or isolated, disruptive or disturbing, over-active, impulsive or lacking in concentration, have immature social skills or present challenging behaviour.

d. Sensory and/or Physical

Children may have profound and permanent deafness, may be blind or partially sighted or suffer lesser or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes and require access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Children experiencing difficulties in any one or a combination of these areas may be registered on the school's SEN Register.

The following needs are not, in themselves, indicators of a child or young person having SEN. Some children may, however, have SEN in addition to these needs: poor attendance, specific medical issues, minor /short term difficulties, looked after children, family-based issues, English as an additional language (EAL).

4. Aims

The specific aims of our SEN policy are as follows:

- To identify pupils with special educational needs and disabilities and ensure that their needs are met.
- To ensure that children with special educational needs and disabilities have the opportunity to join in with all the activities of the school.
- To ensure parents are informed of their child's special needs and provision and that there is effective communication between parents and school.
- To ensure that learners express their views and are fully involved in decisions which affect their education.
- To ensure the fullest possible access to a broad and balanced curriculum for all pupils, regardless of their special needs, so they can discover their abilities and talents.
- To seek to discover and maximise the potential of each child through use of whatever support can be made available.
- To ensure that all children make continuous emotional and social development.
- To continuously develop teaching methods, classroom management and access to the curriculum.
- To identify, assess and provide support for children with SEN at the earliest opportunity.
- To promote effective partnership and involve outside agencies when appropriate.
- To foster a whole-school awareness of the equal worth of each individual regardless of his/her specific needs.
- To ensure that each pupil has a positive sense of his/her own self-worth.
- To ensure that pupils with special needs are fully integrated into all aspects of school life.
- To ensure that staff are skilled and supported in educating pupils with a range of special needs.

5. Curricular Entitlement

All children, including those with SEN, will have access to a broad and balanced curriculum, which will include the National Curriculum. The Governing Body of the school is ultimately responsible for ensuring that all children receive the curriculum to which they are entitled. For further clarification refer to the National Curriculum document and visit our school website on www.montalbo.durham.sch.uk.

6. Roles and Responsibilities

The Governing Body, should, in co-operation with the Head Teacher, and as required by the Code of Practice:

- Determine the school's general policy and approach to providing for children with SEN.
- Establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.
- Report annually on SEN arrangements within the school.
- Make appropriate special educational provision for all pupils identified as in need of it.

The Headteacher will:

- Work with the SENCO and SEND Governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

The SENCO at Montalbo Nursery and Primary School is Mrs Channell. **The SENCO will:**

- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Ensure the school keeps the records of all pupils with SEND up to date.
- Work with the Headteacher to develop the school's Inclusion Strategy.

Each Class Teacher will:

- Have the responsibility for organising and arranging SEN provision within their own class or group, ensuring the progress and development of every pupil in their class.
- Ensure that provision is made to meet the needs of every child within their class and use a graduated approach, utilising the SEN planning tools.
- Be responsible for ensuring the SENCO/Head Teacher is kept informed of all concerns and developments. The class teacher is responsible for any 'short notes' or support plans recorded with parents, and these should be discussed with the SENCO.
- Work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Work with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensure they follow the SEND policy.

7. Inclusion and Provision of Support

We believe that children with SEN whenever possible and appropriate take part in their classrooms with their peers (with group or individual support where appropriate) but separate provisions may be necessary for specific purposes.

This may include:

- Individuals or small groups being taught in an alternative space in school to allow for more targeted teaching.
- Alternative activities better matched to individual needs, individual level or individual learning styles.
- Intervention linked to support plan outcomes.
- Teaching assistants targeting specific individuals or groups within the class under the direction of the teacher.
- Specific intervention.

Strategies employed to enable children to progress will be recorded on an individual SEND Support Plan and intervention will be recorded using an excel tracker.

Staff can seek guidance and support from the SENCO and also the SEN Planning Tools for:

- speech and language;
- hearing impairment;
- physical difficulties;
- visual impairment;
- autism;
- social, emotional and mental health difficulties; and
- learning difficulties.

Durham Local Offer provides parents, carers and young people with information regarding the support available within the local area for a child with SEND:

<https://www.durham.gov.uk/article/3722/County-Durham-Local-Offer>

8. Behaviour

Montalbo Nursery and Primary School is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, Montalbo Nursery and Primary School will do all it can to ensure that the pupil receives appropriate support. The school is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to the Behaviour Policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient sanction for a pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability. Montalbo Nursery and Primary School will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for our school on the facts of the situation.

An Individual Behaviour Plan and/or Support Plan will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed.

Montalbo Nursery and Primary School will as far as possible, anticipate likely triggers of misbehaviour for pupils identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- adjusting uniform requirements for a pupil with sensory issues or who has a severe skin condition
- training for staff in understanding conditions such as autism

For more information, please refer to the Behaviour Policy.

9. SEND Assessment and Provision

The school recognises the need for early identification, assessment and provision. Assessment and planning for pupils with SEND is based on our system of identification using:-

- Formative assessments looking at work produced by the child or verbal questioning, for example.
- Baseline Assessment, Early Year Foundation Stage Profiles, Boxall Profile, Wellcomm, assessment data, standardised tests or more detailed assessments for specific needs
- Concerns expressed by parents/ carers, school staff or other agencies involved with the child.

When a child is not making expected age-related progress despite high quality, quality first teaching and effective differentiation a graduated approach to SEN support will put in place.

9.1 Short Note

This will be produced by the class teacher with support from the SENCO as required.

This initial information gathering and sharing should include an early discussion with the pupil and their parents. These early discussions with parents will be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child, and the next steps. A short note of these early discussions will be added to the pupil's record on our school information system and given to the parents. School will also tell parents and young people about the Local Authority's (LA) information, advice and support service.

A child who is experiencing a temporary difficulty that is recorded on a Short Note will not be placed on the SEN register.

9.2 SEN Support Plan

When a class teacher, support teacher, parent or SENCO identify a child with SEN they will be given a personalised SEN Support Plan. This will be created as a collaboration between the child (where appropriate), the parents, the class teacher and the SENCO. This will outline specific outcomes for the child and detail the ways in which the school will meet their specific needs.

A child who has an SEN Support Plan will have one or more of the following:

- despite receiving adapted learning opportunities, makes little or no progress even when teaching approaches are targeted particularly at the child's identified area of weakness;
- despite receiving adapted learning opportunities, shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas;
- presents persistent emotional or social/mental health difficulties that are not relieved by specific interventions or techniques usually employed by the school;
- has sensory or physical difficulties, and continues to make little or no progress despite the provision of specialist equipment; or
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

A child with a Support Plan will be listed on the school's SEN register. The support plan will be reviewed regularly, and may cease if the need no longer exists.

If the school has evidence that a pupil is still struggling to make progress despite significant support and intervention when a child has an SEN Support Plan, we may seek further advice and support from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions. Parental voice is of the highest importance when deciding what support is needed for children.

9.3 Education, Health and Care Plan (EHCP)

Where a child has demonstrated significant cause for concern a request for an EHCP is made by the school to the Local Authority (LA). The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN and any action taken to deal with their needs, including any resources or special arrangements in place.

The EHCP assessment involves consideration by the LA working with the parents, school and any outside agencies, as to whether it is necessary. The request for this assessment can be made by the school, parent or an outside agency. When the evidence presented to the LA suggests that the child's difficulties have not responded to relevant and purposeful measures taken by the school and external specialists, and may call for special educational provision (that cannot be reasonably be provided within the normal resources available to the school); the LA will consider the case for an EHCP of the child with SEN. The LA may decide that the degree of the pupil's difficulty and the nature of the provision necessary to meet the child's SEN requires the LA to determine the child's special educational provision through an EHCP.

10. Partnership with Parents

We believe that parents have an essential role in enabling children with SEN to make progress, become successful learners, confident, self-assured and independent children.

Children's learning is more effective if parents are fully involved. Parents will be informed directly if the school feels that a child may have a SEN. The class teacher/support teacher and/or SENCO will hold reviews to discuss the child's progress in partnership with parents.

11. Review

Provision for monitoring and evaluating children's progress is made within the school's planned assessment for all areas of the curriculum. Pupils with SEND are assessed and their progress is monitored continually, as part of the graduated approach. Children's progress towards intervention outcomes are recorded and tracked on our school intervention tracker and through the Boxall Profile. This is reviewed each term by the SENCO. Ongoing discussion between the class teacher and SENCO ensures that all adults involved with the child are able to effectively support, monitor and evaluate the pupil's progress.

It is a statutory requirement for children with an EHCP to have an Annual Review. The school holds annual reviews and progress meetings for children with an EHCP and termly reviews for those on SEN support plans. During these reviews, feedback is given about a child's progress and new outcomes are agreed where necessary. Parents/carers and other agencies, where appropriate, are invited to the review meetings. Progress towards outcomes is also shared with parents through Parents Evenings in the Autumn and Spring Terms. Parents/carers are welcome to approach the school at any other point in the term should they have any concerns or queries about their child's progress.

The SENCO provides Governors and staff with regular summaries on the quality and impact of SEN procedures and policy, on the practice of the school.

12. Admission Arrangements

Montalbo Primary School has an open Admissions Policy, paying due regard to the Code of Practice. Where children are admitted with an already identified need, the school will work towards making necessary support available in consultation with parents and the LA. All admission applications are made to the Local Authority and more information can be found at <http://www.durham.gov.uk/schooladmissions>

13. Specialist Experience

It is the responsibility of all staff to assist in participation and relationship building within all the activities of the school and across the whole school community. At Montalbo Nursery and Primary School we are lucky to have a number of experienced teaching and support staff with specialist understanding of a range of SEN needs and strategies. We recognise the need for developing the professional skills of all staff and will aim to ensure our expertise meet the needs of all children.

14. Policy Success Criteria

- Pupils with SEN are thriving at school. Increased adaptation of the curriculum is provided to meet diverse individual needs. Staff understand the objectives of their curriculum planning for pupils with SEN.
- Regular monitoring and reviews of individual needs is to take place with clear records kept of action taken.
- Good home/school communication is established and maintained. SEN Policy is regularly reviewed, updated and monitored.

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