

**MARLBOROUGH PRIMARY SCHOOL
SEND POLICY AND INFORMATION REPORT
SEPTEMBER 2019**



**MARLBOROUGH
PRIMARY
SCHOOL**

Date of Policy Review:	Reviewer:	Date Ratified by Governors:	Date Shared with Staff:	Date of Next Review:
September 2018	J. Fitzgerald			
September 2019	N. Jemerifo	September 2019	September 2019	September 2020

Article 28: Children have a right to a good quality education

Article 29: Children have the right to an education which develops their interests, talents and abilities

Rights Respecting Schools

As a Rights-Respecting School, we use children’s rights to underpin everything we do and learn. Marlborough Primary School has been working closely with [UNICEF](#), and is a 'Rights Respecting' School. The term is bestowed on those schools who, in the eyes of UNICEF, put the '[UN Convention on the Rights of the Child](#)', (UNCRC) at the heart of their planning, policies, practice and ethos.

UNCRC is a list of rights that all children, everywhere in the world, have. The rights are all the things that children and young people need to make sure they are healthy, happy and safe. A rights-respecting school not only teaches about children's rights, but also models rights and respect in all its relationships: between adults and children, between children themselves, and between adults themselves.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school’s Data Protection Policy.

Data Audit for this Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Registration / Admissions Data	Name D.O.B. Address Telephone Medical Issues Parental Details	Legally Required to For Admission to School Well-Being of Your Child Communication	All Staff (Where Necessary)	Initially Completed on Paper Then Entered Onto School’s Information Management System Paper Version is Shredded	Held on File Throughout Child’s Time at School Passed onto New School When Moving Computer Retains Copy of Records in ‘Archive’

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
✓		



AIMS AND VISION

At Marlborough Primary School we aim to create a vibrant community which celebrates diversity. We strive to develop confident, lifelong learners, allow individuals to flourish and be prepared to rise to the challenges of the future. We are proud to provide a safe and stimulating environment which welcomes all children including those who have different learning styles and may be identified as having Special Educational Needs and Disability (SEND). We have high expectations for our pupils and ensure that all children make good or better progress in their academic and social and emotional development.

Our priority is to ensure that a child with SEND has access to the right support and, to this end, we work hard to maintain links with parents, health, social care and education professionals. We ensure a high standard of professional development of all staff and that every teacher is a teacher of every child including those with SEND.

Staff in Marlborough School will ensure:

- all pupils have access to a broad and balanced curriculum that also addresses their pastoral care including any social and emotional needs
- the best outcomes for all pupils in both progress and attainment
- a differentiated curriculum appropriate to individual needs and ability is provided including appropriate intervention and support
- rapid identification of all pupils requiring SEN provision as early as possible in their school career
- SEN pupils take as full a part as possible in all school activities
- parents of SEN pupils are kept fully informed of their pupil's progress and attainment and involve them in all stages of their child's education
- SEN pupils are involved, where practicable, in decisions affecting their future SEN provision

A shared vision of inclusion permeates all our policies. This policy should be read in conjunction with other policies that describe how we provide support, guidance and encouragement to learners in our school, including; Accessibility Plan, Behaviour, Equality information and objectives, Supporting pupils with medical conditions and teaching and learning. Such policies can be found on the school's website.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

The school follows the SEND Code of Practice: 0-25 guidance (2014), as well as the Equalities Act and the Disability and Discrimination Act.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of others of the same age
- have a disability which prevents or hinders them from making use of educational facilities or support generally provided for others of the same age

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

The SEND 0-25 Code of Practice describes four areas of need. It is recognised that some children will experience difficulties in more than one area.

1. Communication and interaction
 - Speech and language difficulties
 - Autistic Spectrum Disorder

2. Cognition and learning
 - Specific learning difficulties
 - Moderate, severe or profound learning difficulties
3. Social, emotional and mental health
4. Sensory and/or physical/medical needs

Disability is defined as a “physical or mental impairment which has long term and substantial adverse effect on a child’s ability to carry out normal day to day activities (Equality Act 2010.)

ROLES AND RESPONSIBILITIES

Members of the school community who hold responsibilities for SEND are listed below.

The SENDCO (Mrs Julie Fitzgerald) 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 SEN, 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
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The SEND (Ms Duaa Karim) Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

The headteacher (Mrs Daphne Byron) will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Each class teachers is responsible for:

- The progress and development of every pupil in their class
- Working 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
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

IDENTIFYING PUPILS WITH SEN AND ASSESSING THEIR NEED

The school assesses each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress.

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

CONSULTING AND INVOLVING PARENTS

We work in partnership with parents/carers and will instigate an early discussion with all relevant parties when identifying whether a child needs special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support. Where it is appropriate the pupil will be involved with discussions concerning their needs and education.

ASSESSING AND REVIEWING PUPILS' PROGRESS TOWARDS OUTCOMES

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The SEN Code of Practice 2014 defines a 'Graduated Approach' as:

"A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing."

Assess: schools are required to carry out a clear analysis of the pupil's needs, drawing on assessment and experience of the pupil, their progress, attainment, where relevant, their behaviour in comparison to their peers and national data. Alongside this, the views of parents and the pupil's own views should influence the

assessment. Information from external services including health and care professionals should also be taken into account.

Plan: parents, teachers and support staff who work with the child should be made aware of their needs, outcomes set, support provided and any teaching strategies and approaches, which should all be recorded and monitored regularly.

Do: the class or subject teacher remains responsible for the pupil and should work closely with other staff to ensure the support is provided and monitor its effectiveness.

Review: regular reviews should take place between all relevant staff and parents.

OUR APPROACH TO TEACHING PUPILS WITH SEN

Class teachers are responsible and accountable for the progress and development of **all** the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils as appropriate. We may also make provision for interventions to support learning, these will be dependent on the needs of the child.

ADAPTATIONS TO THE CURRICULUM AND THE LEARNING ENVIRONMENT

To ensure the needs of all pupils are met we make all necessary adaptations to the learning environment. This may include:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, adapting the teaching style and adapting the content of the lesson.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables and using larger font size
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary and reading instructions aloud.

ADDITIONAL SUPPORT FOR LEARNING

We have a wide range of interventions that are carried out by highly trained support staff in addition to other small group and individual programmes to support pupils. A comprehensive list of these can be found in the School Offer for SEND document on the school website.

EVALUATING THE EFFECTIVENESS OF SEN PROVISION

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals at least each term
- Reviewing the impact of interventions using entry and exit data
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

STATUTORY ASSESSMENT FOR AN EDUCATION, HEALTH AND CARE PLAN

The school will request a Statutory Assessment from the LEA when, despite an individualised programme of sustained intervention within School Support, the pupil remains a significant cause for concern. A Statutory Assessment may also

be requested by a parent or outside agency. This will be triggered in conjunction with the Educational Psychology Service.

The school will provide the following information:

- evidence of the action followed with respect to School Support
- the pupil's school support plans and other relevant documentation
- records and outcomes of regular reviews undertaken
- information on the pupil's health and relevant medical history as appropriate
- National Curriculum levels (literacy/numeracy)
- relevant assessments from specialists e.g. support teachers and educational psychologists
- the views of parents and where appropriate, the views of the pupil
- social services/educational welfare service where appropriate

An Education, Health and Care Plan (EHCP) will normally be provided where, after Statutory Assessment, the LEA considers the pupil requires provision beyond that which the school can offer. A request for a Statutory Assessment does not always lead to an EHCP. When a pupil receives an EHCP the school will:

- write an school support plan based on the objectives in the EHCP
- organise the use of additional support where appropriate

ENABLING PUPILS WITH SEND TO ENGAGE IN ACTIVITIES AVAILABLE TO THOSE IN SCHOOL WHO DO NOT HAVE SEN

We are an inclusive school and ensure that all of our extra-curricular activities and school visits are available and accessible to all our pupils, including our before and after school clubs. In addition:

- All pupils are encouraged to take part in all school events –this includes sports day, school assemblies, special workshops etc.
- No pupil is ever excluded from taking part in any activities because of their SEN or disability.
- All steps necessary are put in place to ensure that disabled pupils are never treated less favourably than other pupils.
- Details of the school's accessibility plan can be found on the school website.

SUPPORT FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of all aspects of school life and encouraged to become pupil ambassadors
- We have a zero tolerance approach to bullying.
- We have a trained school counsellor who works with identified children across the school

EXPERTISE AND TRAINING OF STAFF

We understand the importance of regular and up-to-date training in special needs, inclusion and disability equality. We recognise that teaching and non-teaching staff need regular training on aspects of special needs and inclusion in order to update policy and inform practice. An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve the teaching and support of children with SEND.

The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for students who have the most complex needs.

WORKING WITH OTHER AGENCIES

The school works with a number of external support services in assisting to identify, assess and provide for SEN pupils. Colleagues from the following support services may be involved in the support of SEN pupils:

- educational psychologists
- medical officers
- speech therapists
- physiotherapists
- occupational therapists
- hearing impairment services
- visual impairment services

SECURING EQUIPMENT AND FACILITIES

The school ensures that the needs of all children who have SEN are met to the best of the school's ability with the funds available. We work with a number of outside agencies who will advise on any specialist equipment that may be required for pupils with SEND and endeavour to provide equipment to support learning and development.

HOW DOES THE SCHOOL SUPPORT TRANSITION FROM YEAR GROUP TO YEAR GROUP OR TO A NEW SCHOOL FOR SEN PUPILS?

To ensure a smooth transition for pupils, whether this is within the school setting or to a different school, we ensure that all relevant information to support the smooth transition and settling of a pupils is shared with relevant parties. The following lists some of the approaches used to prepare SEND pupils for transition.

- Each child has a transition session to meet new staff when preparing to move to a new year group;
- Reception children have additional transition sessions in their new classrooms with familiar members of staff;
- Additional visits are also arranged for pupils who need extra time in their new class;
- Transition Books are created for pupils who require them
- Year 2 children take part in a transition programme during the Summer term, prior to their move to KS2;
- All year 6 pupils attend a transition day where they spend the day at their new school; additional visits to secondary schools, with familiar school staff, are organised for SEND pupils if appropriate
- Secondary School staff meet with Year 6 staff, SENDCo and pupils to discuss and put in place actions to ensure a smooth transition

ADMISSION AND INDUCTION ARRANGEMENTS FOR CHILDREN WITH SEND

The Local Authority's SEN department informs us when the parents/carers of a child with an EHC Plan of SEND want a place at our school. All other requests for places for children with SEND, who do not have a Statement/EHC plan, are dealt with using the Local Authority admission criteria for allocating places for all children.

We are committed to working in partnership with parents to ensure a smooth start to their child's time with us.

COMPLAINTS

Complaints about SEN provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy. The SEN Code of Practice outlines additional measures the LEA will provide for preventing and resolving disagreements. These can be explained to parents if required.

CONTACT DETAILS OF SUPPORT SERVICES FOR PARENTS OF PUPILS WITH SEN

Details of these can be found on the school website.

Harrow Council Local Offer for SEND is published here: <http://www.harrow.gov.uk/localoffer>

MONITORING ARRANGEMENTS

This policy and information report will be reviewed by the school every year. It will be updated if any changes to the information are made during the year.

It will be approved by the governing board.