



Marriott Primary

Achieving Together

SEND POLICY

Approved	6 th July 2021
Signed (Chair of Governors)	<i>Steve Wilson</i>
Reviewed (Due: 6 th July 2023)	
Signed (Chair of Governors)	

Contents

Compliance.....	3
Aims.....	3
Objectives:.....	3
Equal Opportunities and Inclusion.....	4
Identifying Special Educational Needs.....	4
Broad areas of need as outlined in the SEND Code of Practice (2014)	5
The Graduated Approach to SEN Support.....	5
Identification and Assessment of SEN.....	5
Planning and Implementing SEN Support.....	5
Reviewing SEN Support	6
The Education Health and Care Plan process.....	7
Removing pupils from the SEND record	7
Supporting Parents/Carers of Children with SEND	7
Supporting Pupil Voice.....	8
Supporting Pupils at School with Medical Conditions.....	9
Monitoring and Evaluation of SEN	9
Training	9
Funding for SEN and Allocation of Resources.....	9
Roles and Responsibilities.....	10
SENCo	10
Governing Body and Headteacher.....	10
Storing and Managing Information.....	11
Reviewing this Policy.....	11
Accessibility.....	11
Dealing with Concerns and Complaints.....	11
Bullying.....	12
Links.....	12
Leicester City Local Offer http://families.leicester.gov.uk/local-offer	12

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 3.65 which came into force on 01/09/14. It has also been written with reference to the following guidance and documents:

- Equality Act 2010; advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 Sept 2014
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy including
- Accessibility Plan
- Teachers Standards 2012

This policy was written by the school's SENCo in conjunction with the Headteacher, Governors, SLT and other staff.

Aims

Marriott Primary is an inclusive school and welcomes all pupils including those with SEND. We firmly believe that every teacher is a teacher of SEND and provides a broad and balanced curriculum for all children. At Marriott we believe in providing every possible opportunity to enable our pupils to develop their full potential whilst promoting their self-esteem and valuing their individuality. We want to raise the aspirations of and expectations for all pupils, including those with SEND.

Objectives:

- to establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all pupils can be happy, flourish and feel safe.
- to identify and provide for pupils who have special educational needs and additional needs.
- to ensure that teachers fully understand that they are responsible and accountable for the progress and development of all pupils in their class, including where they access support from learning support assistants or specialist staff.
- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- to provide targeted support, advice and training for all staff working with pupils with special educational needs and disabilities, enabling them to adapt teaching to respond to the strengths and needs of all pupils.
- to ensure that children and young people with SEND are able to engage fully in activities alongside children who do not have SEND.
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- to support pupils to participate in discussions, express their views and be fully involved in decisions which affect them, encouraging them to become increasingly effective self-advocates.
- to ensure support for pupils with medical conditions enable full inclusion in all school activities by consulting with health and social care professionals

- to appoint a qualified or suitably experienced Special Educational Needs Coordinator who has responsibility for the day-to-day operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC (Education Health and Care plans).
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- to ensure that all pupils receive appropriate educational provision through a broad, balanced curriculum that is relevant and differentiated and that demonstrates coherence and progression in learning through quality first teaching.

The Headteacher, SENCo, all staff and the Governing Body work within the guidance outlined in the SEND Code of Practice 0 -25 (July 2014)

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEND coordinator and individual teachers to ensure all children have equal access and opportunities to succeed.

Identifying Special Educational Needs

A pupil has SEND where their learning difficulty or disability calls for special educational provision to be made for them. The SEND 0 – 25 Code of Practice states that a pupil has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of other 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.

This provision is different from or additional to that normally available to pupils of the same age. For some children, SEND can be identified at an early age; however, for other children and young people, difficulties become evident only as they develop.

The identification of SEND is built into the overall approach to monitoring the progress and development of **all** pupils. Class teachers assess each pupil's skills and levels of attainment on entry, building on information from previous settings. Class teachers make regular assessments of progress for all pupils identifying in particular where pupils are making less than expected progress given their age and individual circumstances.

Where a pupil's progress is causing concern, this may be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the pupil's previous rate of progress
- fails to close the attainment gap between the pupil and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

Broad areas of need as outlined in the SEND Code of Practice (2014)

These four broad areas give an overview of the range of needs that the school plans for, and not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Marriott, the needs of the whole child will always be considered in this process.

The following factors are not special educational needs but may well impact on a pupil's progress and attainment:

- Disability
- Health
- Welfare
- Being a looked after child
- Attendance and punctuality
- EAL
- Being in receipt of Pupil Premium

The Graduated Approach to SEN Support

Identification and Assessment of SEN

Identifying a pupil's educational needs and adapting teaching to meet those needs, is a process that is in place for all pupils in the school. The school has a rigorous and regular system, through termly pupil progress meetings, to identify where a child is not making expected progress or working below national expectations. Class teachers put in place if necessary, relevant and timely interventions, through quality first teaching, appropriate differentiation and in-class support, aimed at closing the gap or raising attainment. The class teacher also talks with parents to ensure there is a shared understanding of the pupil's needs and gain parental perspective on any areas of strength and emerging barriers to learning.

Where a pupil's needs are persistent, the class teacher completes an Early Monitoring form and arranges to meet with the SENCo. At this meeting, the need for additional assessments is discussed. The SENCO and class teacher then decide if different and additional provision is required to meet the pupil's needs. The child's class teacher and/or SENCo discuss with parents the need for special educational provision and possible placement on the school's SEND record at SEND Support. Parents sign a form to consent to their child being placed on SEND register.

Planning and Implementing SEN Support

High quality teaching, differentiated for individual pupils is always seen as the first step in responding to those who may have SEND. Working together, the SENCo, class teacher, parents and pupil discuss the type of SEND Support needed to meet the outcomes identified for the pupil. This is delivered by staff with appropriate skills and knowledge. The class teacher remains responsible and accountable at all times for the

progress and development of all pupils in their class, even where a pupil may be receiving support from a learning support assistant.

This SEND support takes the form of a four-part cycle (assess - plan - do - review) through which earlier decisions and actions 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 outcomes. This is known as the Graduated Approach. It draws on more detailed approaches, termly reviews and where appropriate, more specialist expertise in successive cycles in order to match interventions to the SEND of a pupil.

A record of support for individual children is kept 'Individual SEND Information Sheet' summarising difficulties, chronology and support given over time. This aids referrals and requests for additional support when needed. This is updated regularly by SENCo and Class Teacher as appropriate.

Meetings with parents or external agencies are recorded on Provision Map software.

Reviewing SEN Support

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed each term. The review process, led by the class teacher, includes an evaluation of the impact and quality of the support and intervention and the views of the pupil and their parents. This review then feeds back into the analysis of the pupil's needs.

The class teacher, with support from the SENCo where needed, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Additional SEND targets are set by the class teacher each term. These are recorded on Provision Map software as Learning Plans. These are reviewed termly and discussed with parents. New targets are then set.

The school may request specialist involvement, regardless of whether a pupil is on the SEND Record, for advice regarding early identification and effective support. The school may consider involving specialists, where, for example, a pupil continues to make less than expected progress, despite additional provision targeted at their area of need.

Parents are always involved in any decision to involve specialists along with the pupil's teacher and in appropriate cases, the pupil them self. It is the SENCo's role to contact any specialists and ensure that what was discussed or agreed is recorded, shared and understood by parents and staff who teach and support the pupil.

A small number of children may need a higher than average level of additional support. This may be met either with additional support in class or by spending planned time in our additional needs unit as appropriate to needs. The amount and type of support would be decided by school, in consultation with external agencies and parents. The class teacher is responsible for setting targets, reviewing and liaising with additional staff. Advice from SENCo sought as needed.

Examples of specialists that can be accessed by the school:

- CPS(City Psychology Service)
- SEMH (School Social, Emotional & Mental Health Team)
- LCI (Learning, Communication & Interaction Support Team, including an Autism specialist if a child has a diagnosis of ASD)

- EYST (Early Years Support Team)
- SALT (Speech & Language Therapist)
- HS (Hearing Support)
- VS (Vision Support)
- School Nurse
- Occupational therapists and physiotherapists
- Community Paediatricians

In some cases, there is a charge for accessing specialist agency support; funding for which comes the school's notional SEND budget and is monitored by the SENCo and the Headteacher.

Where pupils are made subject to an EHC plan, the school works in close partnership with any specialist named.

The Education Health and Care Plan process

Where the special educational provision required to meet the pupil's needs cannot reasonably be provided from within the resources normally available, the school in consultation with parents, considers requesting an Education Health Care Plan (EHCP) from the Local Authority. To inform this decision, the SENCo has close regard to the Local Authority's criteria for funding through an EHCP. This can be found on the Leicester Local Offer web site (see link on School web site) along with information on the EHCP integrated assessment process. This is shared in full with parents to ensure they are confident and clear about the process and how they are involved in it.

Removing pupils from the SEND record

In consultation with parents, a pupil is considered for removal from the SEND record where he / she has made sustained, good progress that:

- better the previous rate of progress and has sufficiently closed the attainment gap
- between the pupil and their peers of the same age,
- or where a pupil's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained
- and additional SEND provision is no longer required to ensure this progress is sustained.

Supporting Parents/Carers of Children with SEND

The school is fully committed to a meaningful partnership with parents of children with special educational needs where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.

The school achieves this in the following ways:

- Always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.
- Providing information for parents in an accessible way.
- Publishing how the school implements the SEND Policy on the school web site following the information set out in the SEND information Report (Regulation 3) (2014) and as part of the school's contribution to the Local Offer.

- Class teachers meeting with parents, in addition to parent evening appointments, to discuss concerns regarding a pupil's progress at the earliest opportunity, raised either by the class teacher or the parents themselves.
- Class teachers inviting parents of pupils with SEN in their class termly to set and review the outcomes of support, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. It will provide an opportunity for the parents to share their views. This meeting may be part of or in addition to parents' evening meetings and may be supported by the SENCo. The Individual Learning Plan recorded on Provision Map software is shared with parents and any comments from parents is recorded on Plan. Reviewed plan is passed to SENCo by class teacher and is kept in child's Individual SEND folder.
- The SENCo being available for a meeting by appointment through the school office.
- Supporting and guiding parents in ways that they can help with their child's learning and development at home.
- As part of the termly review meeting, recording the outcomes, action and support agreed, sharing the record with all the appropriate school staff.
- Signposting parents to wider support, information and services pertinent to their child's SEND by ensuring they know how to access the Local Offer, SENDIASS, Family Support and the LA's Parent Partnership Service.
- Building on positive relationships with parents, additional support and guidance will be available to parents at key times, for example, when considering and making a referral for an EHC plan or at times of transition.
- Seeking parents' views and opinions and considering adjustments to practice in the light of findings.

Supporting Pupil Voice

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills to support them in successfully transferring to their next phase of education. We will support pupils in developing their confidence to effectively communicate their own interests, aspirations, needs and rights, enabling them to make informed decisions about their learning and take responsibility for those decisions.

The school achieves this in the following ways:

- Self-knowledge is the first step towards effective self –advocacy.
- With parents, we support pupils in understanding their strengths, needs and successful approaches to their learning and also have the confidence to voice their concerns, hopes and aspirations.
- Wherever possible and in an age appropriate manner, pupils with SEND are involved in monitoring and reviewing their progress. Their views are recorded and shared whilst making decisions about future support and provision.
- All staff actively listen to and address any concerns raised by pupils themselves.
- Planning additional support for pupils at key times, for example, when considering and making a referral for an integrated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of education.
- Seeking pupils' views through whole school questionnaires.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be appropriately supported so that they have full access to education, including school trips and physical education.

Some pupils with medical conditions may also have special educational needs and may have an EHC plan which brings together health and social care needs, as well as their special educational provision where the SEND Code of Practice (2014) is followed. Arrangements in place to support pupils at school with medical conditions are detailed within the school's policy for Administration of Medicines.

Monitoring and Evaluation of SEN

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils including those with SEND. This is done through regular scrutiny and analysis of data related to the achievement of pupils with SEND, learning walks, work scrutiny, observation and sampling of parent and pupil questionnaires.

The SEND Governor also has a role in scrutinising the school's self-evaluation of the achievement of pupils with SEND as part of the Governing body's duty to monitor the effectiveness of the school's SEND Policy in practice.

Training

In order to maintain and develop the quality of teaching, learning and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

Training needs of staff are identified through the school's self-evaluation process.

All teachers and support staff, on taking up a post, are made aware of the school's SEND policy. New staff will meet with the SENCo who will explain the school's practice and procedures regarding SEND and will discuss the needs of individual pupils.

The school's SENCo regularly attends SENCO Network meetings in order to keep up to date with local and national updates in SEND.

Funding for SEN and Allocation of Resources

The school's core budget is used to make general provision for all pupils in the school including pupils with SEND. In addition, every school receives an additional amount of money to help make special educational provision to meet pupils' SEND. This is called the 'notional SEND budget'.

The amount in this budget is based on a formula which is agreed between schools and the local authority. If the school can show that to meet the needs of a pupil with SEND costs more than £6,000, it can apply to the local authority for top-up funding to meet the cost of that provision. Where the local authority agrees that the school's request for top up funding meets the agreed criteria, the additional costs are provided from funding held by the local authority. Schools are expected to use this funding to make provision for that individual pupil.

The school may use Pupil Premium Funding where a pupil is registered as SEND and is also in receipt of Pupil Premium grant to address the needs of these pupils and enhance learning and achievement.

Interventions for all pupils are recorded on Provision Map Software by class teachers. From this SENCo, Headteacher and SLT are able to see support in place, identify how resources are allocated and monitor cost

of SEND provision. In addition to this class teachers record any additional support/ interventions on Individual SEND Information sheets as appropriate.

Roles and Responsibilities

SENCo

The SENCo at Marriott Primary School is Claire Mannion who has completed the National Award for SEN Coordination (NASENCO).

The key responsibilities of the SENCo are taken from the SEND 0- 25 Code of Practice (2014) and include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

Governing Body and Headteacher

The Governing Body, in line with SEND Information Regulations, publishes information on the school's website about the implementation of the school's policy for pupils with SEND. The information published is updated annually and any changes to the information occurring during the year are updated as soon as possible.

A member of the Governing Body is appointed to have specific oversight of the school's arrangements for SEND and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

The Headteacher, SENCo and governing body establish a clear picture of the resources that are available to the school and consider the strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium. The Headteacher, SENCo and governing body monitor and evaluate the effectiveness of how these resources are spent on pupil achievement.

The Headteacher ensures that the SENCo has sufficient time and resources to carry out her functions. This includes providing the SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

Storing and Managing Information

All records containing sensitive information relating to the special educational needs or disabilities of pupils in school are treated as highly confidential.

Records of all SEND provision will be stored in the filing cabinet in the SENCo's office. Individual reports received from external agencies are uploaded to Provision Map software by SENCo. This is password protected and is available for teachers to know difficulties and support needed. If class teacher needs a copy of SALT therapy plans or external agency reports to enable targeted advice to be followed, these are printed and identifying features such as surname, DOB, address is removed. These are kept safely in class. Information that is out of date or no longer needs to be kept is shredded in order to maintain confidentiality and data protection.

All teachers and support staff, on taking up a post, are made aware of the school's Confidentiality and Data Protection policies.

When a pupil is moving to another school the SENCo contacts the new school's SENCo to ensure they understand the special arrangements or support required by the pupil. All pupil records are passed on, in person if appropriate or by post, as soon as possible.

Reviewing this Policy

This policy will be formally reviewed annually.

Accessibility

The school publishes an accessibility plan which sets out how the school will increase access for disabled pupils to the curriculum, the physical environment and information.

The school's accessibility plan sets out how the Governing Body will promote and improve access to education for disabled pupils through:

- increasing the extent to which disabled pupils can participate in the school
- curriculum i.e. teaching and learning, participation in after-school clubs and school visits
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services i.e. improvements to the physical environment of the school and physical aids to access education
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled e.g. handouts, timetables, textbooks and information about school events

The Accessibility Plan is reviewed in line with our normal cycle of policy review, at least 3 yearly.

Dealing with Concerns and Complaints

The school is committed to working in close partnership with all members of the school community. The school places great value on the role which parents and carers can play in supporting their child's learning. Staff and governors actively encourage a positive relationship between the school and families.

It is recognised that parents of pupils with SEND may, from time to time, have particular concerns regarding their child's individual needs. Concerns are dealt with by school as quickly, sympathetically and effectively as possible.

The School's Complaints Policy outlines the formal procedures which are invoked when initial attempts to resolve the issue are unsuccessful and the person raising the concern remains dissatisfied and wishes to take the matter further.

Bullying

We are an inclusive school and work every day to create a safe, secure and happy environment for all pupils, where everyone is accepted for who they are and where the differences between us are valued and celebrated.

In our school, bullying is not tolerated. We are aware, however, that some children with SEND may be particularly vulnerable to bullying. In order to mitigate this, we are especially vigilant and plan in opportunities through, for example, assemblies and within lessons, to promote a greater understanding of issues related to SEND and disability. We also find opportunities to positively promote disability through posters, visitors to the school, books and within the curriculum itself.

As part of planning the support and provision for a pupil's SEND, we always look to promote the pupil's independence and resilience and closely monitor the pupil's well-being outside as well as within the classroom. Through the school's safeguarding arrangements, we reinforce the safe use and understanding of social media and, where necessary, provide specific tuition in this area for pupils and parents.

Links

Leicester City Local Offer <http://families.leicester.gov.uk/local-offer>