

Special Educational Needs and Disabilities (SEND) Policy

2023-24

Believe * Achieve * Succeed

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Masefield Primary School

Special Educational Needs and Disabilities Policy 2023 - 2024

SEND Policy

SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN

Introduction

The Education Act 2002 section 175 imposes a duty on schools and states that:

*“The governing body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view **to safeguarding and promoting the welfare of children who are pupils at the school.**”*

Safeguarding is not just about Child Protection but also about making sure children are safe from accidental injury, crime and anti-social behaviour. It should also ensure that all children feel safe and have safe places to live.

Statutory guidance on safeguarding children came into effect in January 2007 and is still in force. It defines schools' duty to safeguard and promote the welfare of children as:

- Protecting them from maltreatment
- Preventing impairment of their health or development
- Ensuring that they are growing up in circumstances consistent with the provision of safe and effective care
- Undertaking that role so as to enable them to have optimum life chances and to enter adulthood successfully

Schools should give effect to their duty to safeguard and promote the welfare of their pupils by:

1. Creating and maintaining a safe learning environment.
2. Identifying where there are child welfare concerns and taking action.
3. Developing children's understanding, awareness and resilience through the curriculum.
4. Adopting safe recruitment and selection procedures which prevent unsuitable persons from gaining access to children.

For schools, safeguarding children's welfare therefore covers more than the contribution made to child protection in relation to individual children. It also encompasses matters such as pupil health and safety and bullying, racist abuse (about which there are specific statutory requirements), together with a range of other issues, for example, arrangements for meeting the medical needs of children with medical conditions, providing first aid, school security, drugs and substance misuse, etc. about which the Secretary of State has issued guidance. Details of this school's policies in these areas are contained in other documents (See "Other Relevant Policies").

This policy applies primarily to 2 above and reflects current legislation, accepted best practice and complies with the government guidance: *Working together to Safeguard Children* (March 2010)

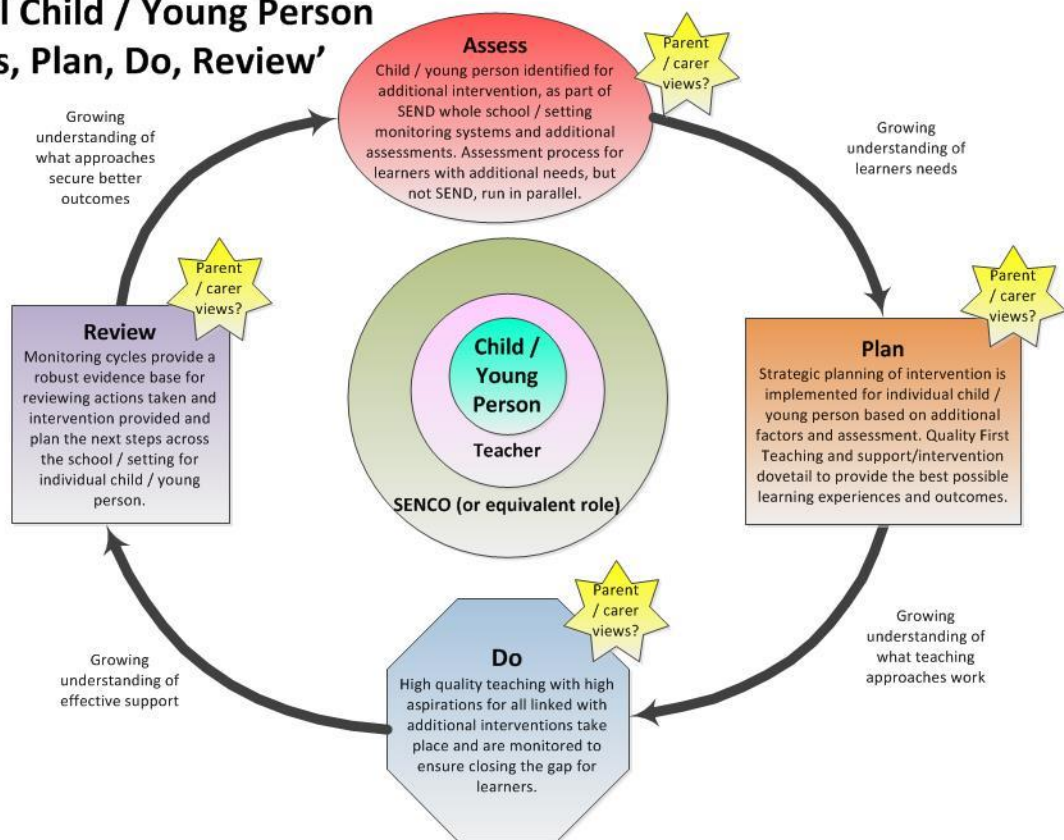
PHILOSOPHY

Everyone at Masefield Primary School is committed to providing the conditions and opportunities to enable any child with Special Educational Needs and/or disabilities (SEND) to be included fully in all aspects of school life. It is our ethos that all members of the school community are respected and seen to have potential for improvement. Through effective teaching and learning, supporting and encouraging, together we can enable the fulfilment of that potential. We aim for success for all.

The 'Assess, Plan, Do, Review' cycle is a good way for schools to plan special educational needs (SEN) support. It's also called the 'graduated approach'.

The views of the child and their family should be prioritised and given careful consideration during the cycle.

Individual Child / Young Person 'Assess, Plan, Do, Review'



The 'assess, plan, do, review' cycle can be repeated as many times as needed to help the child or young person progress.

Some children or young people will show good progress after the first round of support is put in place, but those with more complex needs might benefit from the cycle being repeated several times.

Assess

The first step is to collect the right information and find the right people to be able to plan support.

If a child or young person isn't making the expected progress, draw on:

- information from their teachers
- the views of the child, young person and their family
- any external services or organisations involved.

Plan

During this step teachers, the special educational needs co-ordinator (SENCO), the child and their family should agree on new interventions, support and the expected outcomes.

The agreement should be recorded on the school's systems and explained to the involved teaching staff.

Do

In this step, the plan is put into practice. The child or young person's class or subject teachers are responsible for checking whether the plan is working on a daily basis.

Review

The impact of the plan is reviewed by teachers, the SENCO, the child and their family. Good enough progress may mean SEN support is no longer needed.

AIMS OF THE SEND POLICY

Masefield Primary School values the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning. Our SEND Policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND. This also links to our Safeguarding and Child Protection policies.

Our aim is to raise the aspirations of and expectations for all pupils with SEN by ensuring that:

- All children have access to a broad and balanced curriculum.
- All children are treated equally and are given equal opportunities to achieve their full potential, providing a focus on outcomes for each child.
- A secure environment is in place in which all children can develop self-confidence, self-esteem and a positive self-image.
- Children are involved, appropriate to age and ability, in the implementation, monitoring and review of any provision made for SEN.
- Parents and carers feel part of their child's education and development.

OBJECTIVES OF THE SEND POLICY

- To ensure the identification of all pupils requiring SEND provisions is as early as possible in their school career
- To identify and provide for pupils who have Special Educational Needs and other needs, working to the guidelines set out in the Code of Practice 2015
- To operate a "whole pupil" approach to the management of Special Educational Needs
- To provide a Special Educational Needs Coordinator who will work within the SEN Inclusion Policy
- To ensure that parents of pupils with SEND are kept fully informed of their child's progress and attainment
- To ensure that SEND pupils are involved, where practical, in decisions affecting their future SEND provision
- To ensure that all pupils have access to a broad and balanced curriculum by using a variety of teaching styles and catering for different learning styles.
- To ensure that all learners make the best possible progress
- To provide a differentiated curriculum appropriate to individual's needs and abilities and to provide intervention at a suitable level when a child is identified as having SEN
- To ensure that SEND pupils take as full a part as possible in all school activities
- To promote effective partnerships and involve outside agencies when and where appropriate
- To ensure that all pupils, parents and colleagues with a disabilities have access to all areas of the school necessary for them to be fully included in the curriculum and school life
- To use resources effectively to support children with SEND
- To assess and keep records of the progress of children with SEND
- To provide on-going and up-to-date training for all staff working with children with SEND

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

At Masefield, we recognise that approximately one in five children will have SEN at some time during their school career. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Children with SEND may have learning needs or physical disabilities, which make it more difficult for them to learn at the same rate as most other children their age. For this reason, they may need extra help and support to ensure that they achieve to their full potential. For example with their learning, with understanding of information, with remembering information, managing behaviour or organising themselves etc. This extra provision is put in place to support children to be able to access the curriculum and to make progress.

There is a single School Based Category of Special Educational Needs Support for all children with SEN. Children's needs are identified by considering the whole needs of the child, not only special educational needs.

There are 4 areas of need, where children may have difficulties:

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

Where a child is not progressing at a similar rate to that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEN.

There can be many issues which can impact on progress and attainment, such as attendance and punctuality; disability; health and welfare, including Looked After Children and those in receipt of Pupil Premium Grant; attendance at several different schools; difficulties where English is not the first language, or worries which distract the child from learning. We understand that children who experience barriers to learning are vulnerable. However, this does not mean that all vulnerable learners have SEN. Only those children identified as having a learning difficulty which requires special educational provision will be identified as having SEN.

Where any child is not making adequate progress in learning, targeted group interventions will be implemented by the Class Teacher. When it is judged to be appropriate and the child begins to make good progress, extra support will gradually be withdrawn and the outcomes monitored. If progress still does not improve, despite these interventions, the child will then be placed on the SEN Register.

Parents will be informed where the child is in need of SEN Support and meetings will be held to discuss and review provision and progress towards the set outcomes, at least termly. Where a child has a Statement of Education or Health & Care Plan, a Local Authority Annual Review or Person Centred Review will be carried out.

Where a child is identified as having SEN, the school will provide support that is **additional to**, or **different from**, the differentiated approaches and learning arrangements provided within high quality teaching, as set out in the School Offer published on the school website.

Admission arrangements

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, in that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND'. Pupils with special educational needs but without Statements must be treated as fairly as all other applicants for admission.

Masefield Primary School strives to be a fully inclusive school and fully complies with the Equality Act (2010). We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996 (Section 316), if a parent wishes to have their child with a statement educated in the mainstream the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

A1: Role of the SENCO

The SENCO plays a crucial role in the school's SEND provision. This involves working with the head teacher and Governing Body to determine the strategic development of the policy.

Other responsibilities include:

- Overseeing the day-to-day operation of the policy.
- Ensuring and encouraging all staff are following the schools SEND policy and procedures.
- Fostering good practice throughout the school with reference to the code of practice.
- Co-ordinating the provision for pupils with SEND.
- Liaising with and giving advice to fellow teachers.
- Creating an annual audit of children with SEND and mapping provision.
- Updating SEND list termly.
- Managing the SEND resources for pupils and staff information.
- Managing Learning Support Assistants.
- Overseeing pupils' records.
- Liaising with the parents.
- Making a contribution to INSET.
- Liaising with external agencies, LA support services, Health and Social Services, and voluntary bodies.

For effective co-ordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEND pupils
- The commitment required by staff to keep the SENCO well informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about SEND pupils
- What exactly constitutes a 'level of concern' and at which point SEN support is initiated
- Mechanisms that exist to alert the SENCO to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEND provision
- Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

A2: Role of the Governing Body

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEND pupils
- Ensuring that a 'responsible person' is identified to inform other staff about all areas of SEND and all those involved with teaching and supporting Statemented pupils.
- Ensuring that SEND pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEND policy
- Reporting annually to parents on the school's SEND Policy including the allocation of resources from the school's devolved/delegated budget

A3: Role of the Class Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils
- Collaborating with the SENCO to decide the action required to assist the pupil to progress
- Working with the SENCO to collect all available information on the pupil

- In collaboration with the SENCO, develop individual learning plans for SEND pupils.
- Working with SEND pupils on a daily basis to deliver the learning plan targets within differentiated planning
- Developing constructive relationships with parents
- Being involved in the development of the school's SEND policy

A4: Role of the Head Teacher

The head teacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Governing Body well informed about SEND within the school
- Working closely with the SENCO/SEND team
- Informing parents of the fact that SEND provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

A5: Co-ordinating and managing provision

Masefield Primary School recognises the SENCO to have a key role in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEND. At Masefield Primary School SEND provision is an integral part of the School Improvement Plan.

B1: Allocation of Resources

All schools in Bolton LA receive funding for pupils with SEND in these main ways:

- The base budget covers teaching and curriculum expenses for *all* pupils. This is known as 'Place'.
- The delegated SEND budget (based on the LA formula, and generated in part by numbers on the SEN Register and previous attainment) covers the additional SEN support required, known as 'Place Plus'.

Specific funds are allocated to pupils with Education Health and Care Plans (these have replaced funding previously known as Statements).

- The school receives additional funding from the Government due to derivation factors. Bolton LA gives this allocated money to schools.

The Code recommends that 'it is good practice for the costs of the SENCO (or those parts of the post holder's work devoted to SENCO duties) to be set against the core or base budget of the school rather than against additional funds delegated to the school for the purpose of meeting the particular needs of children with SEN.' (5.35). The DEF state that 'core or base budget' refers to sources 1 and 2 above.

The school receives a budget allocation for SEND and the Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

Masefield Primary School follows LA guidance to ensure that all pupils' needs are appropriately met. Details of how resources are allocated to and amongst pupils with SEN are included in the School Information Report, which parents can access via the school's website – www.masefield.bolton.sch.uk

It is the SENCOs responsibility, in conjunction with the Head Teacher to manage SEN resources efficiently through managing the budget for SEN and distributing the resources fairly according to need. It also involves advising the Governors and colleagues of any additional resources received or required. This is achieved by:

- Identifying the SEND within school
- Evaluating present resources
- Organising present resources
- Identifying gaps
- Identifying the personnel needs
- Reviewing regularly

B2: Identification, Assessment and Review

CATEGORIES OF SPECIAL EDUCATIONAL NEED

The new Code does not assume that there are hard and fast categories of special educational need, but recognises those children's needs and requirements fall into four broad areas.

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and / or physical

The SEN Code of Practice 2015 makes it clear that
'All teachers are teachers of pupils with special educational needs.'

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 stage. 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.

(b) EARLY IDENTIFICATION

Early identification of pupils with SEND is a priority at Masefield. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance in the National Curriculum judged against age related expectations
- Pupil progress in relation to national expectations
- Evidence/observations from parents.
- Pupils' performance in Early Years against the ages and stages guidelines and the Early Years Profile.
- Pupil performance in Read, Write Inc Phonics assessment
- Assessments from THRIVE (a tool to help support the emotional development of children and young people)
- Standardised screening or assessment tools such as:-
 - *Screening /diagnostic tests*
 - *Reading and spelling tests (Dec/June)*
 - *NFER non-verbal reasoning tests (Year 3)*
 - *Information from outside agencies e.g. Ladywood, Behaviour Support and Educational Psychologist, Early Years Intervention, other medical professionals*
 - *Reports or observations*
 - *Records from previous schools*
 - *Information from parents*
 - *Prior assessments*
 - *External exam results*

(c) SEND PROVISION

On entry to the school, each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities, and attainments, and will be used to improve continuity in provision and learning (see Assessment Policy). The records provided help the school to design appropriate differentiated learning programmes. For pupils with identified SEND the SENCO/Class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach

(d) THE RANGE OF PROVISION

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers through an appropriately differentiated curriculum – this may look different to each child with SEND dependent on their needs.
- Periods of withdrawal to work with a support teacher for English and Mathematics sessions
- Periods of withdrawal to work on the child's social and emotional health needs, using the THRIVE approach.

- In-class support with adult assistance
- Monitored attendance and support with attendance if needed
- Support from specialists within class or as part of a withdrawal programme e.g. Ladywood, Behaviour support service, or Speech and Language.

A full list is available on the school's website in the SEN Information Report

(e) ENGLISH AS AN ADDITIONAL LANGUAGE

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required. Masefield also work alongside ACIS (Achievement, Cohesion and Integration Service) to help introduce international new arrivals (INAs) to the school and to help with early assessments, as well as support for families and children where English is an additional language.

(f) MONITORING PUPIL PROGRESS

Progress is a crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupils and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

If a child's class teacher, in consultation with child's parents, concludes that a child may need further support to help their progress, the teacher should seek the help of the SENCO. The SENCO and teacher will review the approaches adopted thus far and judge whether the pupil requires further support in order to help them make progress. The pupil is placed on the SEND list as a concern. Thus, the child will receive some additional support in class. It is hoped that with this additional support, the child will make rapid progress and can therefore come off the concern list. If progress is not made whilst the child is categorised as a 'concern' it may be that further intervention is needed. Where support additional to that of normal class provision is required, it will be provided through SEN Support. If, after further consideration, it is decided that expert advice is needed, then this will be sought by the SENCO with the parents' approval. Where concerns remain despite sustained intervention, the school will consider requesting an assessment for an Education, Health and Care Plan (EHCP). Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy and outlined by the flow chart in Appendix I.

The school also recognises that parents have a right to request an assessment for an Education, Health and Care Plan (EHCP)

(g) RECORD-KEEPING

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them is restricted to those with permission to view in accordance with GDPR rules. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties

- Information from health/social services or other agencies where appropriate
- Early Help assessment documentation
- Documentation from external agencies (such as the NHS, SALT, Educational Psychology etc).

Teaching pupils with SEND is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support. The Code of Practice advocates **a graduated response** to meeting pupils' needs. When they are identified as having SEND, the school will intervene through **SEN Support** using an 'Assess, Plan, Do, Review' process.

SEN Support

SEN support is characterised by interventions that are different from or additional to the normal differentiated curriculum. This intervention can be triggered through a concern, supplemented by evidence that, despite receiving differentiated quality first teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing English or Mathematic skills
- Show persistent emotional/behavioural difficulties, which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

USE OF SUPPORT STAFF WITHIN SEN SUPPORT

Support staff are used in a variety of ways in providing SEN support at Masefield. They help us to provide extra support to pupils with SEND in the following ways:

- They work with small groups or one-to-one with children, daily
- Provide playground support
- Model appropriate behaviour
- Listening and speaking support
- Provide Maths and English support
- Sit close by a pupil on a main input session and act as a prompt or interpret what the teacher may be saying or asking.

NATURE OF INTERVENTION

The SENCO in collaboration with the class teacher will decide the action required to help the pupil to make progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment
- Differentiated timetable
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness

- Staff development/training to undertake more effective strategies
- Access to support services for advice on strategies, equipment, or staff training

LEARNING PLANS

Strategies for pupils' progress will be recorded in their learning plans containing information on:

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The learning plan will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. In line with the SEND Code of Practice (2015) the Passport will be developed with the child and parents.

REVIEWING LEARNING PLANS

Learning plans are reviewed at least 3 times a year. The review is held with the class teacher and, if appropriate, the child themselves. The school will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought. If parents feel that they require further meetings, these are available on request with the child's class teacher or SENCO.

<h3>External support</h3>

Where concerns around a child continue in spite of quality first teaching and high quality intervention as outlined above, it is possible that advice from external support agencies will be sought. External support services will advise on targets for a new learning plan and provide specialist inputs to the support process. This will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing English and/or Mathematics skills
- Has emotional/behavioural problems that often substantially impede their own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Early Help Assessments

It is important to note that, in order for Masefield to ensure that external agencies in Bolton are able to become involved with pupils, an early help assessment must be completed. This assessment tool is used to pull together information about the child's needs in one central place, to ensure that accurate support can be given to support the child. External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will

be sought for any additional information required. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

For those who attend Masefield but live within Bury, an early help assessment is not used. School will complete individual forms to access individual services within Bury. For those who have a GP registered within Bury but live in Bolton, early help assessments are not required to access NHS provision – however it must be Bury NHS provision that is accessed and not Bolton.

REQUEST FOR AN EDUCATION, HEALTH AND CARE PLAN (EHCP)

The school will request an assessment for an EHCP from the LA when, despite an individualised programme of sustained intervention within SEN Support, the child's progress and ability remains a significant cause for concern. It might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to SEN Support
- The pupil's learning plan
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Attainment levels – English and Maths, as well as other curriculum areas
- Other relevant assessments from specialists such as support teachers and educational psychologists
- Early Help Assessment
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Social Work Service reports
- Any other involvement by professionals

An Education Health and Care Plan (EHCP) will normally be provided where, after a statutory assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a statutory assessment does not inevitably lead to an Education Health and Care Plan.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives and aspirations set in the Plan
- Of shorter term
- Established through parental/pupil consultation
- Set out in a learning plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

REVIEWS OF EDUCATION, HEALTH AND CARE PLANS

Education, Health and Care Plans are reviewed annually via a Person Centred Review. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- The child's parent
- The child - if appropriate. If the child is unable to be present, their views will be expressed at the meeting on their behalf. It may be appropriate for the child to attend a short section of the review, rather than staying for its entirety
- The relevant class teacher, if it is possible for them to attend
- A representative of the LA
- Any other person the LA considers appropriate

The aim of the person centred review will be to:

- Assess the pupil's progress in relation to the Pupil Passport targets
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic English/Mathematics and life skills
- Consider the appropriateness of the EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year
- Year 5 reviews will indicate the provision required in Secondary school.
- To discuss long-term aspirations for the child
- 12 monthly targets that will enable the child to meet their long-term aspirations

B3: Curriculum Access and Inclusion

Masefield Primary School strives to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

At Masefield Primary School we have adopted a whole- school approach to SEND, with all teachers aware of the SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

B4: Evaluating success

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

- Monitoring of classroom practice by SENCO and subject co-ordinators
- Analysis of pupil tracking data and test results for individual pupils and for cohorts
- Value-added data for pupils on the SEND Register
- Consideration of each pupil's success in meeting learning plan targets
- Termly monitoring of procedures and practice by the SEND Governor
- School self-evaluation
- The School Information Report that parents can access
- The LA SEND moderation process
- The School Development Plan/SEND action Plan

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

In evaluating the success of this policy, the school will consider and value the views of:

- Teachers
- Parents
- Pupils
- External professionals

B5: Complaints procedures

The school's complaints procedure is outlined in the school prospectus. SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

C1: Staff development and appraisal

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils (see training plan). Part of the SENCO's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEND pupils. As a routine part of staff development, INSET requirements in SEND will be assessed. The Governing Body will undertake a similar review of training needs. TAs' requirements in supporting pupils' needs will be considered frequently. NQTs and staff new to the school will be given training on the school's SEND Policy as part of their induction. The School's INSET needs will be included in the School Development Plan.

C2: Links with other agencies, organisations and support services

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND pupils

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologists
- Medical officers
- Speech and Language therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Pupil Referral Service (PRS)
- Education Service for Physical Disability (ESPD)
- Ladywood Outreach
- Occupational therapy
- Traveller Education
- Early Intervention Team (EIT)

In addition, important links are in place with the following organisations:

- The LA
- Specialist Services
- Education Social Worker
- Social Services
- Sure Start Children's Centre
- Other groups, charities or organisations
- Bolton Information Advisory Service (Bolton IAS)

C3: Partnership with parents

Masefield Primary School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

‘Parents hold key information and have a critical role to play in their children’s education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child’s needs and the best way of supporting them.’ (CoP 2.2)

The school will make available, to all parents of pupils with SEND, details of the Bolton Information and Advisory Service (Previously Bolton Parent Partnership Service) available through the LA. The SEND Code of Practice outlines that ‘LAs should work in partnership with local and parent organisations, as well as the parent partnership service . . . to ensure that parents receive comprehensive, neutral, factual and appropriate advice.’ (CoP 2.14)

C4: The voice of the child

All children should be involved in making decisions, where possible, right from the start of their education. The ways in which children are encouraged to participate should reflect the child’s evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective pupils during their school years.

At Masefield Primary School, we encourage pupils to participate in their learning by reflection, journals, discussing learning plan targets, discussing their work and visual aids.

C5: Links with other schools and transfer arrangements

Whereby a child is due to start Masefield Primary School and has been identified as having special educational needs, Masefield will make contact with the child’s parents/carers and will also contact previous educational setting in order to discuss the child’s needs further. Masefield welcome visits to school in order to encourage children to feel settled before their start date with us. Where a child is due to leave Masefield Primary School, their SEND information will be passed on to their new educational setting with parental permission. This ensures that the child’s needs can be fully met as they move between educational settings, without interruption to additional support that they may need due to special educational needs.

MENTAL HEALTH AND WELLBEING

Masefield are committed to ensuring that we support the mental health and wellbeing of our pupils. We recognise that there are a number of lifestyle factors and school-based risk factors that can impact upon children’s mental health and wellbeing. Furthermore, we recognise that those with special educational needs are vulnerable to mental health and wellbeing risk factors. In order to support SEND pupils with their mental health and wellbeing, alongside the aforementioned support, we aim to:

- Create a whole-school environment emphasising inclusion and co-operation
- Develop children’s understanding of difference and ensure that all pupils value difference in others
- Support children with SEND to feel accepted and to belong to our school community
- Tackle bullying and discrimination
- See children and young people as a ‘whole’ rather than just focusing on their disability or specific needs
- Be alert to early signs of escalating mental health needs and seek advice from external agencies where appropriate.