



SEND Policy

(Special Educational Needs
& Disabilities)

Updated : October 2021

Vision

Malin Bridge Primary School is an inclusive school and aims to ensure that every pupil accesses every part of our wide and engaging curriculum. We aim to meet all pupils individual needs to ensure that they meet their potential. As pupils progress through Malin Bridge we promote independence so that they are confident in their learning and ready for the next stage in their education.

Aims

- To ensure that all pupils and parents know what the school policy is on Special Educational Needs and Disabilities and to follow it when a pupil with Special Educational Needs and/or Disabilities is identified using the 'Graduated Approach'.
- To develop a whole school ethos for pupils with Special Educational Needs and/or Disabilities where the needs of all pupils are met.
- To develop a whole school culture where pupils and parents are assured that they will be supported and consulted at every stage when a Special Educational Need and/or Disability is identified.
- To describe strategies which will support all pupils with Special Educational Needs and/or Disabilities.

Responsibility for the Policy and Procedures

Provision for pupils with SEND is a matter for the school as a whole; in addition to the governing body, the schools Head teacher, the SENDCo and all other members of staff have important day-to-day responsibilities. All teachers are teachers of pupils with Special Educational Needs and Disabilities. Teaching such pupil is therefore a whole school responsibility.

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SEND Governor: John Beatson

Definition of Special Educational Needs/Disabilities

The term 'Special Educational Needs and /or Disabilities' (SEND) has a legal definition, referring to pupils who have learning difficulties or disabilities that make it harder for them to learn or access education than most pupil of the same age.

Many pupils will have SEND of some kind at some time during their education. Help will usually be provided in their ordinary, mainstream early education setting or school, sometimes with the help of outside specialists.

If a pupil has special educational needs, they may need extra help in a range of areas, for example:

- school work
- reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- behaving appropriately in school
- organising themselves
- some kind of sensory or physical needs which may affect them in school

The school will refer to the Special Educational Needs Code of Practice when carrying out its duties towards all pupils with SEND and ensure that parents are notified of a decision by the school that SEND provision is being made for their pupil.

Parental Partnerships

Partnership with parents/carers plays a key role in enabling pupils and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a pupil's need and the best ways of supporting them. All parents/carers of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their pupil's education.

Identification of Pupils with SEND

The school will assess each pupil's current levels of attainment on entry using Baseline information to ensure that they build upon the pattern of learning and experience already established during the pupil's pre-school years. If the pupil already has an identified special educational need, this information will be transferred through Early Years School Support from the Early Years setting. The Special Needs and Disabilities Coordinator (SENDCo) and the pupil's class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the pupil within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure on-going observation and assessment, and provide regular feedback about the pupil's achievements and experiences to form the basis for planning the next steps of the pupil's learning.

- Ensure that access arrangements have been made so that all areas of the curriculum are accessible.

Either prior to entry or during the first term parents, the class teacher or the SENDCo will meet to discuss the pupil's individual needs and the provision that is in place to help the pupil access the curriculum.

Progress is then monitored through teacher assessments of where the pupil is in relation to age related expectations (ARE) that are in line with the National Curriculum.

Quality first teaching is provided by all teachers at our school. The aim of quality first teaching is to provide 'the effective inclusion of all pupils in high-quality everyday personalised teaching'. When a pupil appears to be below their ARE the teacher will provide work that is at the right level for them (differentiated learning tasks) and maybe add extra provision with teaching assistants (TA) support and/or additional resources such as a targeted intervention. We aim to overcome barriers to learning through our quality first teaching, and with this, most pupils will make good progress from their starting points.

Teachers and TAs have high quality Continuous Professional Development (CPD) to increase their knowledge and skills and to provide for those pupil with SEND. Teaching is regularly monitored and reviewed through continuous 'drop ins' and specific observations are carried out by the SENDCo to ensure that the provision is well-matched to the needs of the pupil. Pupils whom we have concerns for, are discussed at half termly Achievement Meetings and they are then added to our school Intervention map which outlines additional or different support that particular pupil is receiving.

Pupils with English as an Additional Language (EAL)

The identification and assessment of the special educational needs of pupil whose first language is not English, requires particular care. Where there is uncertainty about an individual pupil, teachers will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations to their command of the language that is used there or arise from special educational needs.

Graduated Approach

If a pupil isn't progressing after additional support or intervention, then the teacher will inform the Special Educational Needs and Disabilities co-ordinator (SENDCo) and be placed on either the SEND register or on the concerns register and will be monitored by the SENDCo at the SEND monitoring level. The SENDCo will assess the concerns and may refer to a more suitable and specialist professional. Sometimes the SENDCo may involve health or social care if this is deemed appropriate. We work closely with external specialists to improve outcomes for pupil. When a specialist puts a plan in place and this is added as additional / different provision for the pupil, over and above quality first teaching, to meet the needs of an individual pupil this is when we would say the pupil has a Special Educational Need or Disability and they will be placed on the SEND register. Parents/carers will be liaised with about these decisions. Once a pupil has been identified as having special educational need or disability, the class teacher, SENDCO and parents will meet to discuss assessments that have been made and agree a plan for provision. This is part of the termly cycle of 'assess, plan, do and review'.

Assess: the class teacher and SENCO should clearly analyse a pupil's needs before identifying a pupil as needing SEND support. A point in time assessment will be made.

Plan: a plan for additional and/or different provision will be made in consultation with parents.

Do: the class or subject teacher should remain responsible for working with the pupil on a daily basis. When the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning. The additional provision or adaptations will be outlined to parents /carers.

Review: the effectiveness of the support should be reviewed in line with the agreed date.

For pupil with high levels of need, external agencies and professionals are consulted. We currently, or have in the past, worked with the following external agencies:

- Early Years Inclusion
- Educational Psychology
- Autism Team
- Ryegate Pupil's Centre
- Multi Agency Support Team – Prevention and Intervention workers, School Nursing, Social Care, South Yorkshire Police, Disabilities Team
- Pupil and Adult mental health service (CAMHS)
- Speech and Language Therapy
- Sheffield Safeguarding Board
- Hearing Impaired Teacher Service
- Visually Impaired Teacher Service

The Provision Cycle

Members of the SLT meet with class teachers each half term to discuss all pupil's achievement in Achievement Meetings. These meetings are held at the start of each half term with assessment information collected from the previous half term, being used to identify pupils who require additional support or intervention, in order to make the accelerated progress needed towards their end of year target.

The SENDCo and class teacher also offer a meeting, three times a year, with parents to review School Support Plan targets, discuss their pupil's progress and needs and share new School Support plan targets. Regular meeting between parents, the class teacher and the SENDCo ensure that pupils with SEND have the correct support and resources needed to access the curriculum and fulfil their potential.

Curriculum Support Team

Malin Bridge Primary School has its own Curriculum Support Team which consists of:

- two deputy SENDCos
- a SENDCo support deputy
- three social, emotional and mental health specialists
- three Speech and Language Therapy Assistants,
- an ASD specialist TA
- an HLTA trained in assessing reading and writing, able to deliver specific interventions
- a motor skills specialist HLTA
- an attendance officer
- a Wellbeing Manager

During half termly meetings, caseloads are assigned based on actions from the SEN Support parents meetings and recorded on the Intervention Map. Caseloads are then reviewed with the SENDCo on a regular basis.

Interventions

Malin Bridge Primary School provides a range of interventions to pupil in school run by the Curriculum Support Team. Pupils usually follow an intervention for six weeks with the aim of accelerating their learning. The impact of an intervention can be measured in progress through the PITA stages, through reading age scores or progress against the target set, for example, a Speech and Language target or an outcome of a social skills group.

Waves of Interventions

Malin Bridge Primary School has developed a Wave of Intervention model aimed at providing differentiated support to pupil depending on their special educational need. These are shown in the table below.

Wave	Waves of Intervention	
	Type of Support	Person/s Responsible for Support
Wave 1	Class-based intervention	Class teacher Teaching Assistants deployed in class
Wave 2	Small group, pre- or gap-teaching	Teacher, Teaching Assistants, SENDCo
Wave 3	Specialist support	SENDCo, Curriculum Support Team, professionals from external agencies

School Support Plans

All pupils who are classified as having SEND Support or have an Educational Health Care Plan will have their termly School Support Plan reviewed and a new one written by their class teacher. These Support Plans will have up to four learning targets which the pupil will benefit from, either academically or socially. The targets are specific to each pupil's need, being both measurable and achievable in the term ahead. The majority of targets set are academic, linking to reading, writing or math's; some are set by other professionals that have assessed or are currently working with the pupil, for example, Language targets set by the Speech and Language Therapist. The School Support Plan identifies any additional resources that the pupil requires to access the curriculum.

My Plan

My Plans have been developed in Sheffield to formalise the provision being provided for individuals with SEND at level 3 or above on the Sheffield Support Grid, and to develop a multi-team approach to supporting the needs of individual pupil. These will be written in consultation with parents/carers and where possible, with the localities Educational Psychologist or other appropriate outside agency professionals. Three cycles of My Plan 'plan, do, reviews' would usually be carried out and then a decision about whether or not the need to escalate to an EHCP would be made.

Referral for an Educational, Health and Care Plan (EHCP)

If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school, via the Local Authority Locality Manager, Sue Taylor, but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multiagency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents/carers, SENDCo, class teacher and any other external agencies involved where applicable. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from Education, Health and Social Care about whether the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. An EHCP is used to secure a high level of provision and/or to allow a pupil to access specialist educational provision. Funding is not linked to an EHCP as it did previously to a Statement of Special Educational Needs.

A Locality Approach to SEND

Within Sheffield, a Locality model has been adopted to support individuals with SEND. Each locality (at Malin Bridge, we are within Locality G) has a Headteacher lead and additional Family of Schools (at Malin Bridge, we are within the Forge Family) lead SENDCos. The Locality has a steering group to develop provision for learners with SEND and to identify training needs. There is a panel within Locality G who make financial decisions based on the provision being provided for individuals by the schools within the locality. Additional funding, over and above the notional SEND budget that school receives, are considered and decided upon at this panel. Training and resources can also be accessed via this panel. Shared practice and moderation of provision is at the heart of Locality G's ethos and the Sheffield Support Grid is used to categorise and plot the level of provision being provided for individual pupil.

Transition

During Family of School meetings, SENDCos plan appropriate transition between settings. The SENDCo aims to take any vulnerable pupils to their next school setting for extra transition as much as possible and to ensure that the needs and provision of each pupil is well-understood by the next school prior to the pupil transitioning to it.

The Local Offer

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from 0 – 25 years, across education, health and social care. The Local Offer can be found on both the Sheffield City Council page and a link via the school website.

Additional Information

The information in this policy is taken from the Special Educational Needs Code of Practice.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, please speak to the office to arrange a meeting with the Headteacher, SENDCo or member of the SLT. These professionals will be able to help with making a formal complaint if necessary.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

Further information about EHC Plans can found via the SEND Local Offer:

www.sheffielddirectory.org.uk

Information about supporting children with SEND can be found on the Sheffield City Council website:

<https://www.sheffield.gov.uk/home/schools-childcare/children-specialist-educational-needs>