

Meadowfield Primary



# Special Educational Needs and Disability Policy

## 2024 - 2025

Meadowfield Primary School

C.Almond



This policy is based on the Children and Families Act 2014 and the Special Educational Needs and Disabilities Code of Practice 2014, updated January 2015.

### Introduction

Meadowfield Primary School strives to provide a balanced curriculum of academic, social, cultural and cohesive teaching in which all children are supported to make progress and achieve success.

In order to provide an inclusive curriculum for all pupils the National Curriculum is modified as necessary, to provide pupils with relevant and appropriately challenging work. In addition to this, teachers' planning addresses any specific learning requirements that could create a barrier. Teachers take account of any child with a special educational need (SEND) and make appropriate provision for them, enabling them to participate effectively in all activities.

There is a parent leaflet available with the key information from this policy to support anyone who would like to access the information in a different format.

### Policy Aims

- ✓ To create a school environment where all children are included, valued and challenged whilst having full access to all elements of the school curriculum.
- ✓ To ensure that the specific needs of children are identified quickly and met throughout an inclusive curriculum.
- ✓ To ensure parents are informed of their child's special needs and that there is effective communication between parents and school.
- ✓ To identify the roles and responsibilities of staff in ensuring the inclusion of children with specific need.
- ✓ To ensure that pupils identified with SEN and disabilities have equal opportunities to join in with all the activities within school.
- ✓ To ensure that pupils have the opportunity to communicate their views and are fully involved in decisions which affect them.

### Definition of Special Educational Need

For the purpose of this policy, and with regard to the Code of Practice, we use the following definition of SEND –

*A child has a special educational need if he or she has a learning difficulty, which calls for special educational provision to be made for him or her*

*A child has a learning difficulty if he or she –*

- a) has a significantly greater difficulty in learning than the majority of children the same age*
- b) has a disability which either prevents or hinders the child from making use of the education facilities of a kind provided for children of the same age in schools within the area of the local authority.*

### Provision for children with SEND

The governing body have adopted the Fair Access Admissions Policy of the local authority. The school are committed to providing necessary resources for early identification, assessment and support for all children with SEND. Whenever there is a concern the school will consult the child, parents, class teachers and other agencies to gain a clear picture of the whole child in order to help put in the correct support from the start.

The school and governing body have appointed Clare Almond as SENCO with the responsibility for coordinating the provision for pupils with Special Educational Need supporting the head teacher in whole school improvement. At all times the SENCO and school will adhere to the guidelines set out in the Code of Practice 2001

### Role of the SENCO

The role will include overseeing the day-to-day running of this SEND Policy which will operate in line with the Code of Practice and Local Guidance. Other responsibilities include: -

- Liaising with staff to ensure early identification
- Co-ordinate provision for SEND pupils
- Maintain and update the schools SEND register
- Liaise with parents of children with SEND wherever possible
- Liaise and plan with outside agencies to ensure specific needs are met
- Provide the leadership team and governors with regular updates on pupils' progress and provision
- Develop best practice in SEND across school
- Use designated non-contact time to develop the schools' capacity for SEND provision
- Ensure that all children are involved with planning provision (where appropriate)
- Ensure that the internal referral system in school supports early identification of SEND to support best practice
- Manage the system for funding for SEND to ensure appropriate levels of income and effective use of resources

### Role of Headteacher and Governors

The governing board, in partnership with the headteacher, has responsibility for the school's general policy and approach to the provision for children with SEND.

The Headteacher is the overall designated responsible person in overall charge of the management of SEND provision and its funding but will work closely with the Special Educational Needs and Disabilities Coordinator (SENCO)

They will ensure that the SENCO is supported through professional development opportunities in and out of school. They will ensure that all statutory reviews are completed appropriately and have an awareness of the day to day running of the SEND policy in school.

### Role of class teachers

As well as having an understanding that they are a teacher of SEND and are responsible for the progress of all children with SEND they will: -

- Maintain a personalised learning for any child with SEND, ensuring the curriculum meets the needs of all learners.
- Use the school's internal referral system to report concerns and any discussion with parents
- Write support plans with the support of the SENCO and any outside agencies.

- Consult with the SENCO regarding any concerns about a child's progress or behaviour
- Deploy classroom assistants and special needs assistants flexibly and effectively
- Meet with the SENCO to update and review the SEND register once a term

### Role of Parents

All parents will be expected to provide accurate information about their child, support them in their learning and attend meetings to discuss the provision that school has put in place to support their child. To support parents with any concerns that they have about their child's progress they will follow the system of referral outline below.

- Discuss concerns with the class teacher and/or SENCO
- Give consent for the school to complete an observation of the child where necessary
- Give consent for the school to seek advice from outside agencies
- Support their child in reaching their personal targets and attend meetings about their child's learning.

### Role of outside agencies

To support outside agencies, the school will provide clear evidence and information, taken from the internal referral forms and the subsequent assessments, that will help them work transparently and swiftly to ensure that concerns are dealt with quickly and provision is put in place to support as soon as possible. They will also support the SENCO in planning provision and observations and develop the skills of the SENCO to then use in school. The outside agencies will give reasons for judgments and be available to discuss cases with parents where appropriate. They will liaise firstly with the SENCO then the class teacher.

The school refers and liaises regularly with the following services:

- The Educational Psychologist
- NHS Speech and Language Service
- NHS Traded Speech and Language Service
- SENIT
- DAHIT
- CAMHS
- STARS – Support for children with Autism

### Identification of Needs

When a parent or class teacher has a concern about any child in their class the school SEND referral system will be followed to ensure that all the correct people are aware and that there are no gaps in the information collected. Following this an Internal Referral Form (IRF) will be completed and a meeting held with parents, teachers and where appropriate outside agencies. Identified additional learning needs will be categorised in one of four board areas:

- Communication and Interaction (often referred to as Speech and Language)
- Cognition and learning
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical needs.

In Reception, teachers will assess children against the Early Learning Goals (ELG) and the Early Years Development Journal (EYDJ). These assessments support the identification of need and inform provision and targeted interventions.

In Key Stage One and Two, teachers will assess children against the National Curriculum and Pre-Key Stage Standards. These assessments support the identification of need and inform provision and targeted interventions.

Pupils identified with SEND will have provision put in place using the graduated approach.

- Assess – the pupils needs will be identified.
- Plan – parents will be informed and a plan will be put in place to support the child. This may involve the engagement of outside agencies.
- Do – Teachers will remain responsible for the learning of the child. Pupils may be involved in interventions either in small groups or 1:1 where appropriate.
- Review – The plan will be reviewed with parents, teachers and the pupil and then amended when necessary.

### Education, Health, Care Plans (EHCP)

On the advice from the Educational Psychology Team or Special Educational Needs Team the school may refer a child for an assessment of special educational needs. The local authority can also be approached directly by parents or other agencies in accordance with the procedure set out by the authority in the EHCP guidance. From the original request being submitted the Local Authority has 20-weeks in which to complete the process. If the assessment is agreed that an EHCP must be written within a 16-week period. Annual Review Meetings must take place every 12 months or sooner and the reviewing team must return paperwork within 10 days of the meeting date.

### Documentation

Due the nature of SEND provision, evidence has to be provided to support funding and applications to other agencies and sensitive documentation is kept by school. All records of pupils' support are kept in a lockable filing cabinet or on the schools' secure server electronically. The cabinet is monitored and accessed by the SENCO only and documents password protected if shared via email. At times, the SENCO will share relevant information with the class teacher, parent or learning assistant involved with the child. It has been made clear to all staff that this information is confidential. If a child is removed from the SEND register, records will be kept for two academic years before they are destroyed. When a child leaves the school in Y6 or if they are due to attend a different educational setting their records will be hand delivered to ensure that the information is kept safe or password protected if sent via email.

Within a file there will be information about, age, family, address and contact details. All involvement from outside agencies will be documented and any reports, letters or observations will be kept.

Once a report is added the class teacher or adults involved will be asked to read it and amend their provision accordingly. Reports can be added to CPOMS as a secure way of storing documents. This system is password protected and meets all GDPR guidelines.

All discussion about a child will be logged and any application forms for support will also be kept in the pupils file.

If you have any concerns about how this data is stored, please make an appointment to see the SENCO.

### Intimate Care

Some pupils with SEND require additional support with intimate care needs, for example toileting. All staff will follow strict guidance from the Intimate Care Policy and parents will be involved in putting together intimate care plans where needed.

### Parental Involvement

Parents and Carers are involved at every opportunity from early identification of special needs and through each procedure. Due to the way that school is set up, parents regularly see teachers at each 'Pod' and can informally chat with them here or arrange a more formal review meeting. Parents may seek advice from the class teacher about their child's progress at any point in the year and are included in setting the targets for their child. Further concerns can be raised with the SENCO or Headteacher when a suitable appointment has been made. As part of the provision offered to support parents with applications or concerns about their child, the school has a pastoral team who can help or will signpost all parents to the Parent Partnership Service (SENDIASS).

### Resources

A proportion of the school budget, including staff development will be set aside for SEND resources each year. The use and amount of money will be carefully monitored on an annual basis. Records will be kept of the children entitled to provision through the Funding for Inclusion (FFI) budget allocated by the authority.

The Governing Body have appointed Claire Hicks as the SEND governor with the responsibility of the education provided to the children with SEND and to liaise with the Head and SENCO on all SEND matters.

### Criteria for exiting the SEND Register

If it is felt that a pupil is making progress which is sustainable, then they may be taken off the SEND register. Upon exiting, all records will be kept until the pupil leaves the school and will be passed on to their next setting. The pupil will continue to be monitored through the systems outlined in this policy.

### Complaints

Any reason for a complaint will be dealt with by the class teacher, SENCO, Headteacher and Governing Body through the schools' complaints system.

### Contacts

**Meadowfield Primary School** C.Almond (SENCO) - 0113230010

**Leeds City Council, Complex Needs, SENIT Team** – 0113 3951039

**Leeds SEND Information Advice Support Service** – 0113 3951200

This policy has been drawn up with close reference to the SEND Code of Practice 2014, and the SEND policy of Leeds City Council.



