



## Meltham Moor Primary SEND Policy

### 1. Introduction

Meltham Moor Primary School is an educationally inclusive school. The achievements, attitudes and well-being of every person in the school matters. This is made evident in our ethos and values. All staff attempt to overcome children's barriers to learning. At Meltham Moor Primary we aim for all children to achieve their best, personally, socially and academically. Our core values of aspiration, confidence, compassion, resilience and a love of learning underpin our curriculum. Our curriculum intent is that children will be confident communicators, achieve deep learning and experience an enhanced curriculum that broadens their horizons. We have high expectations of progress from our children's starting points and believe that every child matters and all children should have the opportunity to enjoy, achieve and succeed in their school life

We regard pupils equally in relation to their individual needs. As a staff, we constantly consider teaching style, environment, rules and expectations of behaviour to ensure that every child is feeling confident, happy and secure. We believe that all pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full National Curriculum.

We believe, as the Code of Practice states, that every teacher is a teacher of Special Educational Needs and we plan for the needs of each child, in partnership with other specialist services where appropriate. We aim for every child to be fully included in school life and value diversity and celebrate all our talents and differences.

We plan actively to identify additional needs at an early stage and to put in place strategies and support to overcome barriers to learning, whatever these may be.

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 2014 and should be read in conjunction with the following guidance, information and policies:

- The Equality Policy <https://www.melthamoor.org/s/Academy-13-Equality-Policy-1222-amends-0523.doc>
- The Accessibility Plan <https://www.melthamoor.org/s/MelthamMoorAccessibilityPlan-6yjm.pdf>
- The school's SEN information on the school website (SEN Report) <https://www.melthamoor.org/s/Meltham-Moor-Primary-School-SEND-Report-23-24.pdf>
- The Kirklees Local Offer [Home | Kirklees SEND Local Offer \(kirkleeslocaloffer.org.uk\)](http://Home | Kirklees SEND Local Offer (kirkleeslocaloffer.org.uk))
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014) [Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/282422/Supporting_pupils_with_medical_conditions_at_school_-_GOV.UK_(www.gov.uk).pdf)

- The Safeguarding Policy <https://www.meltham Moor.org/s/TLT-Safeguarding-and-Child-Protection-Policy-23-24.pdf>

In accordance with the overarching principle of the new Code of Practice, this policy has been coproduced with: staff (head teacher, SENCO); parents of children with SEND; the SEND governor.

## **2. Contacts**

Special Needs Coordinator (SENCO): Miss Katherine Manuel (is not required to hold the NASENCO Award due to experience gained prior to the introduction of the award)

SEN Governor: Mrs Helen Whitley

## **3. Long Term Aim of this Policy**

Objectives

1. To work within the guidance laid down in the SEND Code of Practice 2014.
2. To identify and put in place appropriate provision for pupils who have SEND and additional needs.
3. To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs (Assess, plan, do, review model)
4. To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEN, and their own involvement in this and to work with them in partnership to meet their child's needs.
5. To provide an appropriately qualified and experienced SENCO in post who can ensure that the SEN Policy is put into practice.
6. To provide support and advice for all staff working with SEND pupils.
7. To work in partnership with outside agencies, to ensure we make our best efforts to meet the needs of children with identified needs.

## **4. Identification of SEN**

Children and young people are identified as having SEN if they do not make adequate progress through quality first teaching.

- All teachers are teachers of SEND at Meltham Moor. Class teachers are responsible for the planning and assessment for children in their class, with support from the SENCO, SLT and outside agencies where appropriate. Quality First Teaching is the first step in meeting the needs of all children in school and teachers are expected to assess each child's needs and ensure that they are meeting them in the first instance using appropriate strategies. Teaching assistants work in partnership with teachers, to support the planning and assessment for children and to deliver planned activities to support specific children with specific outcomes. Some specialist teaching assistants may assess, plan for and deliver more specialist interventions.

- QFT can be summarised as

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.

- Pupil progress is monitored on a daily basis by class teachers and teaching assistants and teaching strategies and approaches adapted where needed to meet needs. Progress is also discussed termly during Pupil Progress meetings between SLT and class teachers. The needs of all children are discussed at this meeting. Interventions are monitored regularly and entry and exit data scrutinised. The Inclusion leader monitors the assessment data and other “soft” data for children with SEND and discusses children regularly with staff. Subject leaders monitor lessons and the Inclusion Leader also spends time monitoring the experience of children with SEND in lessons.

- Further information about this can be found in our Teaching and Learning Policy, Assessment policy and

The Code specifies four broad areas of need:

- Communication and Interaction (including Autism Spectrum Disorder)
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability (the Equality Act and the Code of Practice state that schools and settings have a duty to make ‘reasonable adjustments’ – these alone do not constitute SEN).

The Code no longer allows for the identification of behaviour to describe SEN. However we know that behaviour is communication and that often behaviour difficulties are the result of a wider need, often under the SEMH or Communication and Interaction areas of the Code of Practice. In the first instance, behaviour will be dealt with under the process laid down in the Behaviour Policy. If this failed to impact, then the Inclusion leader may become involved in order to further assess any needs related to an underlying SEND need and whether additional provision needs to be made in response to this.

## **5. A Graduated, Whole School Approach to SEN Support**

Class and subject teachers are accountable for the progress and development of children and young people in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However any intervention and support does not replace high quality teaching.

As detailed above, the termly pupil progress meetings discuss the needs of all children and adjust teaching and interventions to meet needs. The quality of the experience offered to all children is monitored by the SLT through book looks, lesson observations, drop ins and general discussion with pupils and staff. SEN forms part of this discussion, although the SENCO looks at this in detail on a regular basis.

The school may decide, in collaboration with the parent/carer, to place a pupil on the SEN register at SEN Support.

Initially, there will be a discussion between the class teacher and the SENCo about the best way to meet a child's needs and the gaps/ barriers to learning he/she is experiencing. Information to support this discussion will come from a range of sources ie formative assessments, summative assessments, progress measures and any specialist assessments. Following this discussion information will be shared with parents and their opinions sought. If appropriate, the child may be involved in discussions about this, dependent on age and capacity.

Every child/young person on SEN Support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs. In accordance with LA Guidance (see page 14 Children & Young People with SEN; Guidance – School Based Support), if a child/young person's needs are more complex, we will use a Support Plan to record outcomes, provision, resource and strategies in place.

### **Assess**

- The class teacher will assess the barriers to learning or gaps in learning faced by him/her. This assessment will be based on his/her knowledge of the child along with accompanying evidence in books, following assessments, from other members of staff eg Teaching Assistants (TA) and from parents.

### **Plan**

- The class teacher will plan interventions/ strategies designed to remove the barrier/ bridge the gap seeking advice and support from the Leader for Inclusion. These interventions/strategies may be delivered by the class TA.

### **Do**

- The class teacher will ensure that the planned intervention/strategies are delivered having regular discussions with the relevant TA and the SENCo about their impact.

### **Review**

- Following an identified period of time the impact of the intervention/strategy will be assessed and the information shared with parents and the child. A further assessment of

need will be carried out to determine whether the barrier/gap still exists. Should this be the case then further discussions will take place with regards to the next steps following the 'assess, plan, do, review' model.

This information is recorded on an Additional Needs Plan or a My Support Plan and reviewed at least termly with parents and the child where appropriate.

Where a child's needs are felt to need more specialist advice, or progress is not accelerating with the use of the assess-plan-do-review cycle, the school may seek further advice from other agencies, with the parent or carer's consent. The school is part of the Honley Partnership Additional Needs Partnership, consisting of local SENCOs and educational psychologists. Advice is sought from this group and strategies suggested incorporated into a child's ANP or MSP. Where more specialist support is required, the SENCO may make a referral to a specialist outside agency e.g. Occupational Therapy, Complex Communication and Interaction team, Speech and Language, Portex or for a consultation with the Educational Psychologist. Each service has its own thresholds for referral and will require a referral form to be completed. They determine whether they are able to take on a child's case on the basis of this referral form.

Some children and young people on the SEN Register may have more significant SEN, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child, parents/carers, and all agencies involved with the child, and may lead to the issuing of an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school which will be included on their EHCP target monitoring document. Their progress will be monitored by the school and also through an Annual Review, where the outcomes on the EHCP will be considered.

## **6. Criteria for Exiting the SEN Register**

Children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer at the end of each monitoring cycle. When the termly (or more frequently in some cases) review of the ANP or MSP takes place, parents and staff will review the following:

- The child's attainment, progress and other "soft" areas such as self-esteem, confidence or readiness to learn
- Whether any barriers to learning have been identified which can be met through a strategy which does not require inclusion on the SEND register.
- Whether the child's needs can now be met through appropriately differentiated Quality First teaching without an ANP

If children continue to need some strategies but otherwise can access the curriculum with Quality First Teaching, then they may have an "On-going Strategies Record" written which details the necessary strategies but does not contain targets or require termly review.

## **8. Supporting Pupils/Students and Families**

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. Our SEN Report is on our website <https://www.meltham Moor.org/s/Meltham-Moor-Primary-SEND-Policy-Jan-23.docx> and is updated annually, and we guide parents towards the LA Local Offer for information about wider services.

In addition to information about the personalised support we offer their child, we also provide information in the SEN report about:

- Our links with other agencies
- Our transition arrangements (from class to class, school to school, etc.)

The website also lists information about:

- Our school policy on managing medical conditions of pupils
- Our admissions arrangements <https://www.meltham Moor.org/s/Admissions-policy-for-2023-24-MM.pdf>

## **9. Complaints**

Concerns or issues around SEND should be initially addressed to the class teacher in the first instance. If there are on-going concerns or complaints, these should be addressed to the Inclusion Lead (SENCO) or Head teacher. The school's complaints policy can be found at <https://www.meltham Moor.org/s/Academy-10-Complaints-Policy-1222-gyz9.doc>