Mount Nod SEND Policy

Reviewed: September 2023

Mount Nod School is located on the west side of the city serving a neighbourhood which has a low level of deprivation.
The Special Educational Needs Co-ordinator (SENDCo) at Mount Nod School is Isobel Rose.
There are also a number of Teaching Assistants, and a Learning Mentor, who support the learning of some children with SEND.
The SEND Co-ordinator endeavours to establish close working relationships between pupils, staff and parents and outside agencies so that pupils can be helped in a fully supportive environment.
As it is the responsibility of each class teacher that the pupils within their class make the appropriate progress, it is advised that queries about an individual child's progress should be raised at the first point with the child's class teacher.

**Objectives of the School's SEND policy**

This SEND policy is written to comply with 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.
This policy sets out how we intend to meet these objectives. The procedures we set out will be reviewed every year to ensure that we are doing all we can to meet the objectives.

**Defining SEND**

The 2014 Code of Practice says that:

'A person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of other 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.'

The SEND Code of Practice indicates there being four broad types of SEND.

1. Communication and Interaction

   Such as Autistic Spectrum Disorder and Language Delay

2. Cognition and Learning

   Such as Dyslexia, Dyspraxia and moderate learning difficulties.

3. Social, Emotional and Mental Health

   Such as Attention Deficit Hyperactivity Disorder and Attachment disorders

4. Physical and Sensory

   Such as hearing and vision impaired and sensory processing difficulties

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To organise our activities to ensure that all children are included in the life of the school
- To work closely with parents, sharing information on their child's progress and his/her individual needs
- To continuously develop ways of working to provide the highest quality of provision for all of our children, with the resources available
- To work closely with external agencies, where appropriate, to support the need of the individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
- Meet the requirements of the Children and Families Act 2014, The Equality Act 2010 and The Special Educational Needs and Disability Regulations 2014
- To respond to pupils flexibly according to the nature of their difficulties
- To enable each pupil to become independent and confident learners

**Arrangements for co-ordinating educational provision for children with SEND**

The progress of each child identified as having SEND is the responsibility of their class teacher. In order for the provision of SEND to be effective then the following people will have these responsibilities:

**Our SENCo will:**

- Manage the day to day operation if this policy
- Ensure that SEND provision for pupils is arranged
- Identify resources for SEND
- Keep up to date with new initiatives to support pupils with SEND and share good practice with all teachers
- Manage arrangement for monitoring, reviewing and evaluating effectiveness if provision for SEND
- Liaise with the Learning Mentor to ensure appropriate children receive the appropriate support
- Monitor progress made by pupils in collaboration with the class teachers
- Liaise with external agencies to ensure that appropriate assessments and support are carried out by these
- Co-ordinate the review cycle for those pupils with an EHCP
- Report the effectiveness of provision to the Senior Management Team and Governors

**The class teacher will:**

- Identify pupils experiencing difficulties
- Discuss pupils with SEND with both the SENCo and Parents and identify next steps
- Write and review My Support Plans
- Collaborate with the SENCo in both setting and reviewing targets for pupils with an Education Health and Care Plan
- Ensure that their planning for lessons is adequately differentiated to meet the needs of all pupils
- Organise the provision of support by Teaching Assistants for those children within their class

**The Head Teacher will:**

- Manage the work of the SENCo/Learning Mentor
- Plan with the SENCo/Learning Mentor how resources are used to support pupils in the most efficient and effective way
- Decide, in consultation with parents, whether pupils should be referred for an EHC needs assessment

**The Governors will:**

- Identify at least one governor with a special interest in SEND
- Use their best endeavours to ensure that pupils' special educational needs are identified and provided for
- Ensure that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for pupils

**Admission arrangements**

**Before pupils join the school**

- Note pupils who have already been identified as having Special Educational Needs
- Collect information about the pupils' educational history from the parents, previous school/nursery/setting, and any information from external agencies that may have been involved with the pupils

**When pupils are admitted**

- Undertake a range of assessments to identify pupils with Special Educational Needs and establish their strengths and areas of difficulty
- Review any existing IEPs (Individual Education Plans) in consultation with parents (Achievement for All meetings)
- Give parents information about SEND Advice, Information and Support Service (SENDIASS)

**When pupils leave the school**

- Pass on information about the pupil's educational history to any receiving school
- Complete other transfer documents as required

**SEND Specialisms**

We have recent experience of working with children with the following difficulties:
Autistic Spectrum Condition (ASC), Attention Deficit Hyperactivity Disorder (ADHD), Speech and Language Delay/Disorder, Social Communication Difficulties, Hearing Impairment, Elective mutism, Visual Impairment, Global Delay, Dyslexia and Dyscalculia, Social Emotional Mental Health difficulties, Developmental Co-ordination Disorders and general learning difficulties.

We have some staff trained on Autism, ADHD, Speech and Language, attachment disorder, dyslexia, emotional wellbeing and PDA.

**Information about the school's resources for pupils with SEND**

**Allocation of resources**

The Governing Body of the school sets the overall budget available, taking account of;

- Statutory requirements
- Other budgetary pressures in the school
- The availability of additional grants to school

**The SENCo works with the Learning Mentor and Headteacher to;**

- Identify the pattern of need across the school
- Establish the most cost effective means of meeting those needs
- Allocate support to groups of children, including those with an EHC Plan
- Ensure that support is allocated on a fair and equitable basis
- Monitor progress and evaluate the effectiveness of provision for SEND

**Identifying Children with SEND**

We use the definition of Special Educational Needs in the SEND Code of Practice (2014):
A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
Many children and young people who have SEN may have a disability under the Equality Act 2010:
…a physical or mental impairment which has a life-long and substantial effect on their ability to carry out normal day-to-day activities.
'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

Difficulties arising from a difference of language between home and school are dealt with through other procedures.

Special Educational Needs provision is provided, wherever possible, alongside other children, taking account of:
• The wishes of parents/carers
• The pupils' needs
• The resources available to the school
• The effective education of other pupils in the school

There are four broad categories of SEND:
• Communication and interaction (C&I)
• Cognition and learning (C&L)
• Social, emotional and/or mental health (SEMH)
• Physical and/or sensory (P&S)

Our procedures are designed to offer a graduated response to special educational needs in line with the Code of Practice (2014), including the following steps:
• Quality first teaching
• Extra teaching or other rigorous interventions implemented and monitored
• SEN support – advice from external agencies will be sought
• My Support Plan – a formal process of gathering evidence where concerns / needs are high
• Request for Statutory Assessment, possibly resulting in an Education, Health and Care
Plan being issued

Where observations and reviews reveal progress and appropriate levels of attainment, the child can return to quality first teaching. The attainment and progress of the child will be closely monitored for a period of time.
Having a disability

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman. Woman

**Assessment**

In identifying a child as needing SEND support, the class teacher, working alongside the SENCo, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their progress, attainment and presenting behaviours. It will also draw on the individual's development in comparison to their peers

and national expectations. The views and experience of parents, the child's own view and, if relevant, advice from external agencies will also be considered. School will take seriously any concerns raised by a parent/carer. These concerns will be recorded and compared to the school's own assessment and information on how the pupil is developing.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their impact is developed.

In some cases, professionals from health or social care may already be involved with the child.
These professionals liaise with the school to help to inform the assessments. Where professionals are not already working with school staff, the SENCo will contact them if parents consent.

**Individual plans**

Where it is decided to provide a pupil with SEND support, parents will be notified. The teacher and SENCo will agree, in consultation with the parent and child, the interventions, adjustments and support to be put in place. Also discussed will be the expected impact and a clear review period. These discussions take place during the termly Achievement for All meetings.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought and any teaching strategies or approaches that are required. This information will then be recorded on an Individual Provision Plan (IPP).

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main class teacher, they will still retain responsibility for the pupil's progress. Teachers will work closely with any teaching assistants or specialist staff involved to plan and assess the impact of support and interventions, as well as how they can be aligned to classroom teaching.

The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class teacher, working with the SENCo, will revise the support in light of the pupil's progress and development. Parents are involved in planning next steps and discussing the support and interventions provided, via the Achievement for All meetings.

Where a pupil has an EHC Plan, the school and/or the Local Authority will review that plan, every twelve months as a minimum. School will co-operate with the Local Authority in the review process. The Local Authority can require the school to hold the annual review meetings on its behalf.

**Education, Health and Care Plans**

The majority of children and young people with SEND will have their needs met within local mainstream settings, schools or colleges. Some children may require an EHC needs assessment in order for the Local Authority to decide whether it is necessary to make alternative/additional provision as part of the EHC Plan.

The Local Authority will use the information from the assessment to:
• Establish and record the views, interests and aspirations of the parents and child or young person
• Provide a full description of the child or young person's special educational needs and any health or social care needs

• Establish outcomes across education, health and social care based on the child's needs and aspirations
• Specify the provision required and how education, health and care services will work together to meet the child's needs and support the achievement of the agreed outcomes

EHC Plans are working documents that help to raise future aspirations. EHC Plans should specify how services will be delivered as part of a whole package of support and how best to achieve the outcomes.

An EHC needs assessment will not always lead to an EHC Plan. The information gathered during an EHC needs assessment may indicate ways in which the school can meet the child's needs without an EHC Plan.

**Routes for referral**

The following people have the right to ask the Local Authority to conduct an Education, Health and Care needs assessment:
• The child's parent
• A person acting on behalf of the school

**Curriculum access for pupils with SEND**

We support access to the curriculum through differentiation and IPPs, allocating extra support to an individual or group according to availability of resources.

The SENCo may refer pupils with SEND to external agencies, including the Educational Psychology Service, Complex Communications Team and Social, Emotional and/or Mental Health & Learning Service (SEMHL).
Such referrals will only be made with parental consent.

**Pupils with SEND and integration**

Mount Nod seeks to be an inclusive school by:
• Using the SEND review procedures to identify and barriers to pupils' learning and plan appropriate and reasonable action
• Ensuring that all pupils have appropriate learning targets which are challenging
• Valuing the diversity of all our pupils
• Seeking to make provision for SEND within routine class arrangements, wherever possible
• Seeking opportunities for pupils with SEND to work with other pupils
• Encouraging pupils with SEND to play and socialise with other pupils

All of our classrooms are inclusion-friendly. We aim to teach in a way that will support all children and staff have regular training in how to teach in a dyslexia friendly and autism friendly style. All of our children have access to the full National Curriculum and we recognise achievement in all curricular areas. As part of normal class differentiation, curriculum content can be simplified and made more accessible by using a variety of resources.
All of our children have equal access to before school, lunchtime and after school clubs. Class trips are part of our curriculum and we aim that all children will benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

**Staff Expertise**

All of our teachers are trained to work with children with SEND. All teachers have access to advice, information, resources and training to enable them to teach all children effectively. We offer training opportunities through access to in-house or LA courses.

**External agency support**

• External agencies will be used to provide INSET and advice to staff as specific needs arise within the school
• External agencies will be used to identify specific targets for pupils in line with the school's procedures
• Planning meetings will be held at the start of each term to agree a programme of work with Educational Psychology Service, Pre-school Education Service, Social, Emotional and/or Mental Health & Learning, Complex Communication Team and Speech & Language services
• Regular liaison takes place to access physiotherapy, Occupational Therapy, Child and Adolescent Mental Health Services and social care

## Criteria for Evaluating the Success of the SEND Policy

**The following criteria will be used:**

- The amount of identified teaching time available to support SEND pupils
- The number of pupils with special educational needs attaining specified levels in national Curriculum assessments
- The impact of planned programmes of intervention and support
- The amount allocated to SEND by governors
- The proportion of schemes of work which show differentiation for pupils with SEND
- INSET time allocated to staff development with reference to SEND
- The proportion of parents attending or contribution to reviews
- Staff fulfilling the expectation of the school in carrying out procedures for SEND and producing the necessary paperwork
- Recommendations by external agencies are acted upon and incorporated into the curriculum
- Children are confident and well-motivated and are making measurable progress

## Arrangements for parental partnership

The concept of parents/carers as partners is central to the SEN Code of Practice (2014). Parents/carers will always be kept informed of their child's progress at school and any difficulties or concerns will be made known at the earliest stage.

Parents/carers will be encouraged to attend Achievement for All meetings where they will be given the opportunity to express their views. They will also be given opportunities to discuss how they can support their child's IPP targets at home. We recognise the value of parent/carers' knowledge of their children and will seek to use this information in planning support for pupils.

We will work in partnership through:
• Regular Achievement for All meetings
• Sharing assessment and planning information through IPPs
• Meeting with parents/carers of pupils new to the school to discuss SEND support
• Discussing with parents/carers transfer and transition arrangements at the end of each academic year

**Complaints**

In the first instance, the complaint should be taken up with school staff directly concerned. If the matter is not resolved then the matter should be raised with the SENCo who will arrange to meet with the complainant and seek further investigation.

If the matter us still not resolved then the SENCO will raise the matter with the Head Teacher who may
-Take action to address the complaint
-Seek involvement of external agencies, such as Parent Partnership
-Decide that the complaint does not warrant any action and advise the complainant of further action they can take.