



SEND INFORMATION POLICY

**ADOPTED AT THE MEETING OF THE LOCAL
GOVERNING BODY**

HELD ON: 28TH NOVEMBER 2017

CHAIR OF BOARD:

HEADTEACHER:

This policy is to be reviewed

Definition of SEND

The 2014 Code of Practice says that:

A person has SEND 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 others 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.
2014 SEND Code of Practice: 0 to 25 years – Introduction xiii and xiv.

Aim

To ensure that we provide a fully inclusive and valuable education for all pupils regardless of age, ability, gender or ethnicity.

Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To raise aspirations and ensure high expectations for all pupils
- To ensure that every child experiences success in their learning and reaches their full potential
- To enable all children to participate in lessons fully and effectively to their own ability
- To involve children in decision making and in the development of their learning
- To value and encourage the contribution of all children and families to the life of the school
- To support parents in their journey of education with their child
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND

Identification of SEND

The 2014 Code of Practice refers to four categories when describing children who may have SEND:

- Communication and Interaction
 - Cognitive and Learning
 - Social, Emotional and Mental Health Issues
 - Sensory and / or Physical Needs
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- All staff are involved in the identification process which considers the needs of the whole child
 - When children have already been identified with Special Educational Needs and Disabilities (SEND) prior to starting school, we work with the family and professionals to inform SEND provision at Marus Bridge, and how it will be managed.
 - Individual children's needs are regularly discussed and monitored throughout their time at Marus Bridge
 - Children are assessed regularly through termly assessments and throughout their lessons.
 - Parents are welcomed and invited to discuss any concerns about their child's progress.

- At Marus Bridge we work closely with external specialist agencies e.g. Occupational Therapists, Educational Psychologists, Health Visitors and the school nurses and Targeted Educational support teachers. Their assessments and recommendations form an important part of our identification process

A graduated approach to SEND support

Quality first teaching, differentiated for individual learners, is the first step in responding to children and young people who have or may have SEND. High expectations should be set by teachers for every learner whatever their prior attainment.

- 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 praise to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of the children in their class, including where pupils access support from teaching assistants or specialist staff.

At Marus Bridge we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutinies and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching. We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. These will identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The first response to such progress should be high quality teaching targeted at their areas of need. This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where a pupil is identified as having SEN, Marus Bridge takes action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

Assess

In identifying a child as needing SEN support the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parent/carer(s) the pupil's own views and, if relevant, advice from external support services. Marus Bridge takes seriously any concerns raised by a parent/carer. Assessments are looked at and in some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with school to help inform the assessments. Where professionals are not already working with school staff the SENDCo should contact them (once the parents agree).

Plan

Where it is decided to provide a pupil with SEN support, the parents must be formally notified. The teacher and the SENDCo should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents/carer(s). This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

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

- Monitoring of classroom practice by the Headteacher, SENDCo, Senior Leadership Team.
- Analysis of pupil tracking data.
- Monitoring of procedures and practice by the SEND governor.
- School Self-Evaluation document.
- Local Authority moderation process and OFSTED inspection arrangements,

meetings of parents and staff, both formal and informal.

Managing SEND Support

At Marus Bridge SEND children are assessed continuously. This is done through a variety of assessments including B-squared, Boxall, etc. These assessments then inform planning and targets for SEND children in the form of individual plans. This plan is then reviewed termly and provision targets are set accordingly.

It is the duty of the class teacher to keep SEND records up to date. The SENDCo has a strategic lead over SEND within school. If a child has a statement / EHCP the SENDCo will organise and chair annual reviews for that child. The plan is reviewed every six months and pupil progress meetings help with part of this process.

In order to meet the special educational needs of our children at Marus Bridge we must:

- identify those children who have SEND as soon as possible
- provide intervention at a suitable level when a child is identified as having SEND
- use a variety of teaching styles, and cater for different learning styles to allow children with SEND to access the National Curriculum
- use resources effectively to support children with SEND
- assess and keep records of the progress of children with SEND
- work with outside agencies who provide specialist support and teaching for children with SEND
- inform and involve the parents of children with SEND so that we can work together to support our children
- encourage active involvement by the children themselves in meeting their needs
- provide ongoing training for all staff working with children with SEND

Provision for children with special educational needs is informed by:

- pupil progress meetings
- other professionals' advice and severity of need
- SEN national budget

A named governor will form part of the Governing Body; this is Mrs S Boardman.

Parent/carer(s), families and children are involved in this process from admission into school through the school's SEND information report. They are involved throughout the child's school life:

- Attending parent/carer(s) evening
- Open door policy
- Annual reviews

- Parent/carer questionnaires parent/carer view child friendly plans
- School council
- Pupil questionnaires etc.

If a SEND support child isn't making the expected progress through the additional intervention and differentiation, school will seek advice from other outside agencies. Marus Bridge use the services of :

- Educational Psychology
- Targeted Educational Support Services (TESS)
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy, Outreach Services
- Startwell etc.

If a child has followed the graduated approach and been following advice from outside agencies and is still not making the expected progress, we would refer the child for an Education, Health and Care plan (EHC plan) This process will involve the child, parent/carer(s), family and staff from school.

All activities within school and educational visits are carefully planned and risk assessed to ensure all children have equal access to them. Some activities may be adapted, some may require further staffing to ensure all children are included with appropriate care and support, this includes any children with physical / medical needs.

If a child does not require the additional support that they did previously, due to the progress they have made, parent/carer(s) will be informed by class teacher and children will be removed from those plans. However, these children will still be monitored to ensure they continue to make the expected progress.

Pupils and Families

Partnership with parent/carer(s) of children with SEND are kept fully informed of the provision that is being made for their children. They receive a copy of their child's Individual Education Plan (IEP) each term and are invited to review progress towards the targets. Children are informed of their working targets; their strengths and difficulties are also discussed with them. If a child is unable to express what they find difficult or is unable to discuss the things that they like, other methods of communication are used such as pictures, photographs, learning walks and drawings.

The pupil voice is very important to us.

Class teachers and the SENDCo have regular meetings with parent/carer(s) and encourage active involvement with the school to help their children overcome their difficulties, whilst ensuring that they also discuss the strengths of the child or what he or she likes to do in school. The school will always ask permission of parents before approaching other professionals and outside agencies for information about their child.

Who can I contact for further information?

If you would like any further information regarding SEND provision or the processes involved then please contact the SENDCO, Mrs J. Lloyd, who can be contacted on 01942248129.

Further information can also be found on the Local Authority website where the local offer is published:

www.wigan.gov.uk/SENDlocaloffer

Transition

Transition from class to class can be a very anxious time for any child and even more so for a child with additional needs. The school plan timetabled transition activities through 'Meet the Teacher' sessions at the end of the summer term. The children are able to spend time with their new teacher and teaching assistants as well as discovering what their new classroom environment has to offer. Additionally, the class teachers meet to discuss the classes and share relevant information so that everyone is fully informed and support can be put into place where necessary. If a child is required to leave the setting for whatever reason or when they leave primary education at Year 6, information is passed onto the next setting via the SENDCo.

Supporting Pupils at School with Medical Conditions

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- The staff at Marus Bridge work closely together to plan and deliver support for children who have medical conditions. We value the input given by parents and carers in supporting children effectively.
- If your child has a medical condition please speak to Mrs Lloyd who will complete a health care plan with you to support your child. Medicines can be given in school when essential for a child's health.
- Marus Bridge is on a level site with easy access to all areas, both inside and outside, for children with mobility or visual problems. A lift is provided in school for easy access to KS1 and Lower key stage 2 department as well as a lift to Upper Key Stage 2.

Monitoring and Evaluation of SEND

Monitoring and evaluating SEND is ongoing throughout the year. Regular monitoring and evaluation of the quality of provision offered to our pupils is achieved by:

- Ongoing teacher and TA observations in daily classroom practice
- Differentiated planning and resources
- Ongoing evidence of work showing progress towards learning and behaviour objectives

- Evidence of progress to be reviewed at termly Pupil Progress meetings
- IEP's to be updated termly
- Regular monitoring of behaviour incidents using Records of concern attached to SIMS
- Informal discussion with the child about their progress
- Discussion with parent/carer(s) about their child's progress eg. Parent/carer evenings
- Informal conversations, parent drop in
- Discussion with relevant outside agencies about progress/needs
- Termly Planning and Review Meetings to discuss individual children and school needs
- SEND report for Governors
- Analysis of SEND data and reporting to staff and Governors

Training and Resources

Resources for non-statemented provision for SEND at Marus Bridge are funded through the Rowan Learning Trust. The funding needs to cover the cost of the staffing, resources and training needs for SEND in both Key Stages and the EYFS.

Resources for children with Statements of SEND are delegated directly to the school from the LA via the high needs funding element (above £6000). Each statemented or Education Health & Care Plan child is classified in a band from A-G according to his/her needs. Each child with Enhanced Early Years/School Action Plus (EEYAP/ESAP) funding is classified in a band from A – C. Each band carries a weighting from which the amount of delegated money is calculated. The school uses this funding to employ appropriate staff and services to work specifically with each statemented or Education Health & Care Plan child EEYAP/ESAP child. The delegated budget must also pay for specialist teaching, in addition to the in-house SEN teaching, and any specialist auxiliary aids, services and equipment.

Equipment and facilities to support pupils with SEN:

The school may purchase or hire (via the Local Authority) appropriate specialist equipment / apparatus or service that is appropriate to meet the needs of the child. This may be subject to additional high needs block funding.

The school may purchase specific items following advice and guidance with due regard to affordability and budget availability.

The SEND Governor

Mrs S Boardman is the current Governor with responsibility for SEND at Marus Bridge. She has regular contact with the SENDCo and the Headteacher of the school to keep upto-date with, and monitor the school's SEND provision, making sure that the school meets its responsibilities under the Special Educational Needs and Disability code of practice: 0 to 25 years. The governors ensure that:

- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they have regard to the requirements of the Code of Practice for Special Educational Needs
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

The SEND governor will have regular contact with the SENDCo and Headteacher and will be responsible for monitoring and assessing the SEND provision. The Headteacher and SENDCO will make an annual report regarding SEND to the Full Governing Body.

The role of the Headteacher within SEND

It is the responsibility of the Headteacher to work with the SENDCo, governors, staff and all stakeholders to ensure that the school meets its responsibilities under the special educational needs and Disability code of practice: 0 to 25 years. The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the Governing Body informed about SEND issues
- working closely with the SENDCo
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole.

The role of SENDCo

The current SENDCo at Marus Bridge is Mrs J Lloyd. It is the responsibility of the SENDCo to oversee the day to day operation of the school's SEND policy. The SENDCo maintains the SEND register and coordinates provision for children on the register. The SENDCo works with the Headteacher and governors to ensure the school meets its responsibilities under the Special Educational Needs and Disability code of practice: 0 to 25 years.

SENDCo is responsible for:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs

- carrying out assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies
- setting targets appropriate to the needs of the pupils
- advising on appropriate resources, materials for use with pupils with special educational needs
- liaising closely with parent/carer(s) of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parent/carer(s)
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of Key stage assessments, etc
- contributing to the in-service training of staff
- liaising with other SENDCos to help provide a smooth transition from one school to the other.

Role of the Class Teacher

Teachers are accountable for the progress and development of all of the pupils in their class. Teachers differentiate the curriculum in order to meet the needs of the children with SEND. They measure and monitor the ongoing progress for pupils with SEND focussing on outcomes with high expectations for all. They will liaise with the SENDCo in order to ensure provision for children with SEND.

Providing high quality teaching for all children:

- assessing the pupil's needs; planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCo, parent/carer(s) and pupil)
- regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, by providing an appropriately differentiated curriculum
- retaining responsibility for the child, including working with the child on a daily basis
- making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- directly liaising with parent/carer(s) of children with SEND

Role of Teaching Assistants

The teacher and teaching assistant (TA) represent a team, working collaboratively to support children on an individual, group or whole class basis. A TA works under the direction of a teacher, the teacher having ultimate responsibility for the children's learning.

TAs are integral to the successful learning of all children. They are highly skilled and are recognised as playing an important role in the school. Teaching and learning for all pupils can be extended and enhanced with careful planning and collaboration between the teacher and TA.

TA's must:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- use the school's procedure for giving feedback to teachers about pupils' progress.

Children's Responsibilities

Children must accept and tolerate difference and diversity in other children. They must understand and be sensitive towards the feelings of others and make responsible choices in relation to behaviour and learning.

All children should be involved in making decisions about their education, where possible and appropriate and the school should listen to the views of the child. For children with SEND, we aim to involve the child in understanding his or her difficulties and what is needed to overcome them. We also encourage students with SEN to make choices about targets and other elements of the SEND process, facilitated by an adult when necessary.

Parent/Carer(s) Responsibilities

We will ensure that all parent/carer(s) are fully informed of any SEND their child may have. Partnership with parent/carer(s) plays a key role in promoting a culture of co-operation between parents and schools. This is important in enabling children with SEND to achieve their potential.

Parents hold key information and have a critical role to play in their child's education. We actively seek to work with parents and value the contribution they make. All parent/carer(s) of children with special educational needs are treated as partners. We expect parent/carer(s) to:

- recognise and fulfil their responsibilities and play an active and valued role in their son/daughter's education
- be informed by the school of their son/daughter's placement within the SEN framework
- have the opportunity to make their views known about their child's education
- have access to information, advice and support during assessment and any related decision making processes about special educational provision
- alert the school to any concerns they have about their child's learning or provision
- fulfil their obligations under home/school agreements, which set out expectations of both sides
- provide staff with up to date information regarding their child's needs or medical condition

Designated members of staff

At Marus Bridge we have members of staff who are responsible for key areas within school:

- Safeguarding: Mrs J.Lloyd/ Mr R.Aldridge
- Looked after children: Mrs J Lloyd
- Pupil Premium: Mrs A Atkinson
- Medical needs: Mrs J Lloyd

