BRADGATE
Education Partnership

Stronger Together

POLICY:

Special Educational Needs Policy

The Merton Primary School

Approved: Trust Board: 9 /9/26
Review Date: 9/9/27
Responsible Officer: Marie Collins, Director of Education
Personalised by school SENCO: Kathryn Trzcinski

Ambitious
Collaborative
Ethical

BRADGATE
Education Partnership



MISSION:

Through strong collaboration between our schools, Bradgate Education Partnership is committed to providing an ambitious and inclusive education for all.

We want our children and young people to realise their full potential academically, socially and personally. We celebrate the distinctive ethos of each individual school. We ensure that all who are part of our Trust have a deep sense of belonging and a supportive opportunity to grow.

Stronger Together

VALUES:

Ambitious
We aim high and are aspirational for all.

Collaborative
We work closely together to encourage, support, challenge and share.

Ethical
We treat everyone fairly, within a culture of kindness and respect.

VISION:

PUPILS
All our pupils are equipped with the knowledge, skills, values and attitudes to thrive in life and make a positive difference.

SCHOOLS
All our schools provide a safe and happy space where pupils study an ambitious curriculum which unlocks their personal potential so that they achieve exceptional outcomes.

WORKFORCE
All staff have positive impact in their roles whilst feeling supported and valued both personally and professionally.

COMMUNITY
All our schools embrace the local area they serve within a deeply embedded culture of community partnership.

WIDER WORLD
All our pupils and staff understand, respect and embrace the diversity of the wider world in which they live.

SUSTAINABILITY
Across our partnership, everything we do is aligned to meet the needs of the present without compromising a sustainable future.

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Linked Policies

- SEN Information Report (updated annually)
- Equality Policy & Objectives
- Accessibility Plan
- Safeguarding Policy

1.0 Aims

1.1 All schools within Bradgate Education Partnership share common values and an ethos that every child matters. Our support for all pupils within our care extends to those pupils with additional needs that require assistance to help them fulfil their potential.

1.2 Our school shall ensure that:

- the special educational needs of pupils will be addressed and pupils will not be labelled or disadvantaged by any policy or procedure.
- it works in partnership with parents/carers and appropriate external agencies to support pupils with special educational needs and will use its best endeavours ensure that appropriate provision is secured for any pupil with special educational needs in order to achieve agreed outcomes;
- it has a qualified Special Educational Needs Co-ordinator (SENCO). The SENCO will maintain and regularly review the SEN register held in respective of an individual pupil and co-ordinate support. However, it will be the responsibility of all staff to support individual pupils, to implement strategies suggested by the SENCO and generally be

responsible for ensuring that pupils receive provision appropriate to their needs and agreed outcomes; and

- pupils with SEN engage in the activities of the school alongside pupils who do not have SEN

1.3 All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the Children & Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice 2015.

2.0 Definitions

2.1 Under the Children & Families Act 2014, a child/young person will have SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

2.2 A Child or Young Person will have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age; or

- A disability that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream schools in England.

2.3 Special Educational Provision is education or training that is additional to, or different from, that made generally for other children/young people of the same age by mainstream schools

3.0 Roles & Responsibilities

3.1 The implementation of this policy will be monitored by the Local Advisory Boad, the Directors of Education and Trust Board and remain under constant review by the school SENCO and Headteacher.

- Our school will appoint a Local Advisory Board member for SEND, who will support and scrutinise the implementation of this policy.

- A member of the Board of Trustees will be appointed to monitor the quality and effectiveness of SEN provision across the Trust and work with designated senior leaders to develop the SEN policy and provision.

- The Headteacher has overall responsibility for the provision and progress of learners with SEND.

- The SENCO will co-ordinate the school's approach to SEND provision and will undertake those duties set out in chapter 6 of the SEND Code of Practice 2015.

- All teachers are responsible for the progress and development of every pupil in their class and will work with the SENCO and support staff to ensure the "assess, plan, do, review" cycle is appropriately implemented to support any pupil with SEND.

3.2 Our school will work in partnership with pupils, teachers, parents/carers and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the school curriculum.

3.3 Parents/carers of SEN pupils will be able to discuss the needs of their child with their child's class teacher, the assistant heads, the deputy headteacher, the headteacher or the SENCO.

4.0 Identification & Assessment of SEN

4.1 Information about previous special educational needs will usually accompany pupils upon entry to the school and this will be used by the SENCO to make sure appropriate provision is continued.

4.2 This information is collated from the transfer of school files from a previous school or early years setting and during transition meetings or observations at early years settings, in the summer term, before students start at the school. If necessary, a strategy sheet will be drawn up for each student with SEN.

4.3 At the start of EYFS, pupils complete baseline assessments and the data from these tests is then analysed by the EYFS teachers and the SENCO to identify any potential areas of need. Pupils may then be added to the SEN Record in line with the Code of Practice guidance for SEN.

4.4 The assessments taken by pupils upon entry include activities to assess key areas of development including: communication and language, literacy, mathematics, and personal, social and emotional development.

4.5 Ongoing identification is also completed alongside the school reporting process as data is collected and analysed in all subject areas by the pupils class teacher(s). If a pupil has not made expected progress then interventions may be put in place regardless of need. If a member of staff identifies a pupil whose special educational needs are not met by quality first teaching, then the class teacher will work with the pupil setting clear targets and providing greater adaptations. If the situation improves then no further action is needed. If there is no improvement the SENCO will be informed.

4.6 At this point information will be gathered. The class teacher will inform the parents about the issue and there will be consultation and discussion around the proposed additional support for the pupil. Parents and the pupil, where appropriate, will be involved in sharing information and agreeing outcomes. It will be decided whether it is appropriate to further monitor the pupil. A plan will be drawn up by class teacher(s) with copies shared with all staff concerned with the pupil's progress.

4.7 If a parent/carer has a concern about their child regarding SEN, they should contact the SENCO, who will undertake investigations and appropriate assessments (with input from the relevant teachers) to see if they are achieving expected levels of progress. If the pupil is not making appropriate levels of progress, then internal support will be implemented in accordance with paragraphs above.

4.8 In all cases, where internal support is not effective in supporting the pupil, relevant specialist referrals will be completed with the parents' knowledge and information and strategies for support shared with all staff.

4.9 Whenever special educational provision is being made, parents and pupils will be involved in developing and reviewing support plans/strategies.

4.10 All staff teaching pupils on the SEN register will be made aware of the individual needs. The SENCO will help teachers when required to develop techniques to support adaptations and ensure that appropriate resources are available.

5.0 Reviewing

5.1 All pupils regardless of needs are set targets. Data collated during the school reporting process is analysed and strategies are put in place to support that that are not achieving as expected. All SEN interventions delivered outside the classroom have Specific, Measurable, Achievable Targets (SMART) set to ensure that progress is made. These are recorded using Learning Plans and are monitored and reviewed against a time frame, agreed within the plan. If expected progress is not made, then the SENCO may refer to a specialist service.

5.2 If a pupil has an Educational Health Care Plan an annual review is held in accordance with legal requirements.

5.3 If, as a result of appropriate progress, a pupil may be removed from the SEN register. The pupil will continue to be monitored by the SENCO and teachers.