



# Mauldeth Road Primary School Special Educational Needs and Disability Policy



## Introduction

Mauldeth Road Primary School is committed to providing a high quality of education to all children. We have an established inclusive ethos and tailor our provision to meet the needs of all children.

Definition of Special Educational Needs (SEND) is as taken from section 20 of the Children and Families Act 2014.

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they

(a) have a significantly greater difficulty in learning than the majority of others of the same age  
or

(b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post- 16 institutions

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if no special education provision were made.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## Policy Objectives

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that pupils with SEND take as full a part as possible in all school activities.
- To ensure that parents of pupils with SEND are kept fully informed of their child's progress and attainment.
- To ensure that pupils with SEND are involved, where practicable, in decisions affecting their future SEND provision.

## Roles and Responsibilities

### The SEND Governor

- The named SEND Governor is **Ms Zuzanna Chojak**
- She meets with the SENDCo regularly to keep up-to-date with developments within school and presents the annual SEND report to governors.
- The SEND governor must have an oversight of the provision to ensure that the school is fulfilling the requirements of The SEND Code of Practice (2014)

### School Leaders

- School leaders should regularly review how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement.
- The quality of teaching for pupils with SEND, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

### The Special Educational Needs Co-ordinator (SENDCo)

- The SENDCo is Mrs Joanne McQueen.

According to the SEND Code of Practice 2015 the key responsibilities of the SENDCo may include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date

### Teaching staff

- Teachers are responsible and accountable for the progress and development of pupils in their class. High quality, personalised differentiated teaching is the first step in responding to pupils who may have SEND.
- The majority of pupils can make progress through such teaching. Teachers are responsible for the planning, delivering and reviewing of provision for SEND pupils.

### Support Staff

- Two SEND Intervention TAs are employed at Mauldeth Road Primary School to meet the requirements of the SEND Code of Practice 2015. Their work is overseen by the SENDCo.
- Children with an Education Health and Care Plan or statement of SEND are supported on an individual basis by TAs employed by the school from the funding delegated by the LEA for this purpose.

## **Identification and Assessment**

We accept the principle that pupils' needs should be identified and met as early as possible. There are four areas of need as stated in the SEND Code of Practice 2015

- Communication and Interaction (C and I)
- Cognition (Cog)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (LAC)

The SENDCO works closely within the senior leadership team, using whole school tracking data as an early identification indicator. A number of additional indicators of special educational needs are used

- the analysis of data, including entry profiles at Foundation Stage, SATs and annual and termly pupil assessments
- The use of our local authority SEND criteria (Matching Provision to Need Tool)
- The following up of teacher concerns
- following up parental concerns
- tracking individual pupil progress over time
- Information from previous schools on transfer
- Information from other services

The SENDCO maintains a whole school provision map listing pupils identified as SEND and the provision they are receiving.

### **Graduated Approach**

- The school adopts the levels of intervention as described in the SEND Code of Practice.
- The Code of Practice advocates a graduated response to meeting pupils' needs. The response is a process of assess – plan –do –review.
- If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND Support list and provision map.
- The class teacher, with support from the SENDCO or outside agencies will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and outcomes.
- External support services may advise on targets for a new Individual Plan and provide specialist inputs to the support process.

**SEND Support**

If a child’s needs cannot be met through quality first teaching and differentiation the pupil may be identified as having SEND. The school will act to remove barriers to learning and put effective special educational provision in place. Children will be identified, in consultation with the Class Teacher and SENDCo to access the appropriate intervention programme. This will either be as part of a group intervention or on an individual basis. This will depend on the type of intervention and also the individual need of the child.

Where a pupil continues to make less than expected progress, despite support and interventions that are matched to the pupil’s area of need, the school will consider involving specialists.

**Specialist Support at Mauldeth Road Primary School**

The school uses part of the SEND budget to fund additional support from outside agencies. Currently the school accesses additional input from:

- A Speech and Language Therapist (NHS)
- A qualified SpLd Teacher
- An Educational Psychologist (One Education)

The school also accesses support from:

- The Sensory Team – for Visually and Hearing Impaired children
- Occupational Therapy and Physiotherapy
- CAMHS
- Outreach services from The Grange for Autism and Ashgate School for learning need support.

**Education, Health and Care Plan (EHCP)**

The school will identify children who may be eligible for an Education, Health and Care Plan (EHCP) through a range of methods including: teacher observation, assessment, and consultation with parents. The school will ensure that all children who are identified as having SEND are given the opportunity to be assessed for an EHCP. The school will ensure that all children who are identified as having SEND are given the opportunity to be assessed for an EHCP.

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**Identification of SEND**

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment;
- By using/ cross referencing to the Manchester matching needs to provision tool
- Their performance judged against National Curriculum end of year expectations;
- Standardised screening or assessment tools;
- Reports or observations;

- Records from feeder schools;
- Information from parents.

### Children with EAL and SEND needs

- Children should be discussed with the SENDCo or EMA (Ethnic Minority Achievement) Coordinator at review meetings
- If there are EAL needs alongside SEND needs the EMA Coordinator will conduct a First language assessment. The assessment will be discussed to clarify the child's needs and discuss future provision and assessments.
- The EMA Coordinator and SENDCo meet regularly

### Medical Needs

- Identification: once a year, parents/carers are consulted to provide information on their child's medical needs.
- If a child arrived during the school year, the Office Administrator will ask parents/carers for information on any medical conditions at the point of entry into school.
- The SENDCo collates the information and updates the medical register termly.
- Health Care Plans are implemented for children with significant medical needs, in collaboration with the class teacher, parents and health professionals.
- Conditions such as anaphylaxis, asthma, diabetes, severe eczema and epilepsy will require health care plans needing to be implemented.
- Other children with medical needs may require a medical pen portrait detailing their medical needs.
- For children with significant medical and physical needs, the SENDCo will make a referral to Lancasterian, who will provide support on meeting the child's needs within the school context.
- The SENDCo will produce a risk assessment for children with significant medical needs; she will then complete a range of documents which will be shared with the child's Parents and Class Teacher.

### Admissions

- Admission to Mauldeth Road Primary School is controlled by the Local Authority. Nursery admissions are made through the school.

**Transition**

**SEND Internal Transition:**

- Transition programmes will be used on an individual basis where necessary based individual needs.

**SEND Transition to Secondary Education:**

- The SENDCo liaises with secondary schools to arrange any additional transition necessary on an individual basis and the passing of information of children with SEND.
- For children in Year 5 with an EHCP a transition review will be held to offer parents advice and support on secondary school choices and plan future provision to inform the EHCP on transfer. A member of staff from the Statutory Assessment Team at the Local Authority will be invited to the review.
- During the summer term the SENDCo will arrange a transfer review with the secondary school for children in Year 6 with an EHCP.

**Complaints**

If parents of pupils with SEND have concerns they are always welcome to share these informally with the class teacher or the SENDCo. We will always listen to these concerns, and try our best to resolve the problem.

If parents remain concerned, then they can request a meeting with the SENDCo and/or Head Teacher to explore the matter further and see what else can be done.

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**Local Authority Contact Details**

**Information, Advice & Support (IAS) Manchester - formerly Parent Partnership Service**

Telephone: 0161 209 8356 (weekdays from 10am - 3pm)

Email: [parents@manchester.gov.uk](mailto:parents@manchester.gov.uk)

Parents can seek advice from IAS Manchester, who can: listen to the concerns, help to sort out the issues, identify other people who can offer support and help decide what to do next

**Statutory Assessment Team**

Telephone: 0161 245 7439

Email: [sen@manchester.gov.uk](mailto:sen@manchester.gov.uk)

Enquiries about requests for Education, Health and Care Plans including conversions of SEN Statements.

**Parental Engagement Team**

Enquires about promoting or demonstrating the Local Offer to parents and Professionals.

Telephone: 0161 234 1946

Email: [parents@manchester.gov.uk](mailto:parents@manchester.gov.uk)

**Early Help Hubs**

North: 0161 234 1973

Central: 0161 234 1975

South: 0161 234 1977

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