



SEN Policy

Reviewed– Annually	Curriculum Committee
Reviewed in November 2023	

Monkton Park School is committed to ensuring that the necessary provision is made for every pupil within their school. The school community celebrates the inclusive nature of the school and strives to meet the needs of all pupils with a special educational need and/or disability.

High quality teaching which is adapted to meet the needs of the majority of pupils is the first response to supporting pupils with SEND. Some pupils will need something additional to and different from that which is ordinarily available for the majority of pupils, this is special educational provision and the pupils in receipt of this provision are classified as SEN Support.

All schools have a duty to use their best endeavours to ensure that provision is made for those who need it. Monkton Park will ensure that the necessary provision is made for any pupil who has SEND. The Head teacher and SENCo will ensure that all staff are able to identify and provide for these pupils to enable them to participate in all activities in the school in order to reach their full potential, be included in all aspects of school life and feel a sense of belonging to the wider school community.

This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe:

- Every teacher is responsible and accountable for the progress and development of all pupils in their class.
- Teaching and supporting pupils with SEND is a whole school responsibility requiring a whole school response.
- Staff must work in partnership with parents/carers, pupils, local authorities, specialist providers and other external agencies required to meet the individual needs of our pupils.

Aim

Our aim is to provide an inclusive, stimulating and safe environment which will enhance the learning of all pupils and help them achieve to their full potential in all areas including their development of knowledge, skills and understanding to equip them for the next phase of their education. By doing this, leaders hope to raise the aspirations and expectations of all pupils, especially those with SEND.

Objectives

- To identify and provide for pupils who have special educational needs and regularly assess and review the provision that is offered.
- To use best endeavours to ensure that a pupil with SEN gets the support they need.
- To have regard to the statutory guidance provided in the SEND Code of Practice (2015).
- To implement a graduated approach to meeting the needs of pupils identified as SEN Support.
- To appoint a teacher responsible for the coordination of SEN provision (SENCo) and ensure they have the relevant training and qualification to undertake the role.
- To provide training, support and advice for all staff as often as is appropriate and necessary.
- To ensure that all students with SEN are offered full access to a broad, balanced and appropriate curriculum that sets high expectations for every pupil whatever their prior attainment.
- To work in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their child's education.
- To take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- To work collaboratively with external agencies and specialists including those from Social Care and Health.
- To ensure the Equality Act 2010 duties for pupils with disabilities are met.

- In conjunction with the Medical Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils with medical conditions.

Identifying Special Educational Needs

The SEND Code of Practice (2015) defines SEND as a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for them.

A pupil has a learning difficulty or disability if they:

Have a significantly greater difficulty in learning than the majority of others of the same age
Or

Have a disability which prevents or hinders them from making use of facilities generally available in a mainstream school.

It is important to note that a pupil who has a disability may not necessarily have a specific educational need.

The SEND Code of Practice (2015) identifies four key areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical

These four broad areas give an overview of the range of needs that are planned for but staff identify the needs of the whole pupil in order to establish what provision is required to meet their need, not just by the category in which they are placed. Monkton Park will take into account pupils' needs in all four key areas and make appropriate provision, including where this does not impact on cognition and learning.

Monkton Park will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed that SEND provision is being made for their child.

The progress made by all pupils is regularly monitored and reviewed as part of high quality, differentiated teaching. Where concerns are raised about a pupil's progress or if they fall behind their peers, additional support will be provided under the guidance of the class teacher.

Where concerns are raised about a pupil's progress, despite support and high quality teaching, the class teacher will seek advice from the SENCo. Through discussion and assessment it may be decided to add the child to the SEN register. The school will notify the parents immediately that SEN Support is being offered.

Where a pupil is identified as having SEN, the SENCo and the class teacher will take action to support effective learning by removing any barriers and putting in place 'additional to and different from' provision. This SEN support will take the form of a four-part cycle through which actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review (APDR). The additional provision being put in place will be shared parents through an Individual Education Plan.

Graduated Approach to SEND

Assessment

In identifying a pupil as needing SEN support the class teacher, working with the SENCO, 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, as well as information gathered from other areas of the school.
- The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services.

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

Planning

The SENCo will meet with the class teacher to decide on the interventions needed and the support to be put in place as well as the expected impact on progress and development. A clear plan will be produced and recorded on an Individual Education Plan and shared with parents/carers. The plan will be shared with all relevant staff and the reviews will include key members of staff where necessary. The Individual Education Plan will be reviewed a minimum of three times a year.

The Individual Education Plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the review will take place. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.

Do

The class teacher remains responsible for working with the pupil on a daily basis and will 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 SENCO will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

Review

The Individual Education Plan will be reviewed at least three times a year. This review will evaluate the impact and quality of the support and interventions. Parents/carers will be given information about the impact of the support and interventions provided and the next steps to be taken.

This review of Individual Education Plans will feedback into the analysis of the pupil's needs. The class teacher will then work with the SENCO to revise the support in light of the pupil's progress and development.

Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is additional to or different from that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the school's SEN register.

SEND Provision

The provision offered to pupils requiring SEND Support will differ from pupil to pupil. They may include:

- an individual learning programme
- evidence based interventions
- additional support from a teaching assistant
- different materials, resources or equipment

- working within a small group
- use of alternative technologies
- peer-to-peer support
- personal care support
- speech therapy
- Occupational therapy
- Specialist support from advisory teachers

Statutory Assessment of Needs (EHCNA)

A small number of pupils whose needs are complex and long term, may require a greater level of support than the school can provide from its own resources. For these pupils all the evidence from the graduated approach process will be gathered and a request made to the local authority to conduct an Education, Health and Care Needs Assessment. This may result in an Education, Health and Care Plan being provided. Monkton Park will follow Wiltshire local authority's guidance for this process and involve parents/carers and the child from the beginning.

Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 leaders will not discriminate against disabled children in respect of admissions for a reason related to their disability. They will use their best endeavours to provide effective educational provision.

Transition Arrangements

Support for pupils with SEN includes the planning and preparation at key transitional phases of education. Monkton Park have a comprehensive package of transitional support that is put in place. This includes:

- Transition days/weeks
- Visits between SENCOs
- Workshops for parents and pupils
- Parent Information Evenings

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils, including those with SEND, follows the school's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs. Pupil progress is tracked in line with the school's assessment and monitoring calendar and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

Access Arrangements

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make reasonable adjustments. At Monkton Park leaders do their best to ensure that pupils who require access arrangements receive them. This is based on diagnostic testing as well as history of need and normal ways of working. The SENCO works closely with all teaching staff in completing the application to the awarding body.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENCO, all members of staff have important responsibilities.

Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- Use their best endeavours to make sure that a pupil with SEN gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs.
- Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- Designate a teacher to be responsible for co-ordinating SEN provision – the SEN coordinator, or SENCO.
- Prepare an SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

Headteacher and SLT with responsibility for SEND

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENCO and the Governor with responsibility for SEND.

SENCO

The SENCO is responsible for the operation of the SEND policy and coordinates the provision for individual pupils, working closely with staff, parents/carers and external agencies. The SENCO provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for pupils with special educational needs. Through analysis and assessment of pupils' needs, and by monitoring the quality of teaching and standards of pupils' achievements and target setting, the SENCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCO liaises and collaborates with class teachers so that learning for all children is given equal priority. The principal responsibilities for the SENCO include:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for SEND pupils and reporting on progress.
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Monitoring relevant SEN CPD for all staff.
- Overseeing the records of all pupils with special educational needs and ensuring they are up to date.
- Liaising with parents/carers of children with special educational needs.
- Contributing to the in-service training of staff.
- Being a point of contact with external agencies, especially the local authority and its support services.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for pupils with SEND.
- Leading on the development of high quality SEND provision as an integral part of the school improvement plan.
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

All Teaching and Non-Teaching Staff

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Class teachers are responsible for the progress and development of all pupils including those with SEND.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCO to carry out a clear analysis of pupil needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Class teachers will ensure that any pupil on SEN Support is provided with the required support as outlined in the graduated approach plan and clearly identifies this provision on their class lesson plans for every lesson.
- Teaching assistants will liaise with the class teacher and SENCO on planning, on pupil response and on progress in order to contribute effectively to the graduated response.

Training and Development

Training needs are identified in response to the needs of all pupils. The school has a number of staff with specific training in:

Numeracy

Literacy

Phonics

Speech and Language

Makaton

Autistic Spectrum Disorders

Behaviour

Thrive

Emotional Literacy

Drawing & Talking therapy

The whole school attends training sessions led by the SENCO who also offers optional training in specific areas of needs through drop-in sessions.

All members of teaching staff discuss the progress of all pupils and the support and provision that is being offered through Pupil Progress meetings. The SENCo is involved in these conversations if the progress of a student with SEND is not in line with expectations.

Funding to support the majority of SEN pupils in mainstream schools is delegated to the school's budget. It is the expectation that schools provide support to their pupils with SEN from their SEN budget. Where a pupil is in receipt of additional funding allocated via an EHCP the school will use its best endeavours to ensure it is spent effectively to meet the needs of the pupil and to deliver the outcomes as set out in the EHC plan.

Storing and Managing Information

Pupils' records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual pupil's needs. Pupil paper SEN files are kept in a locked filing cabinet. Electronic copies of SEN files are stored on CPOMS & Provision map. All information stored in school and on the online platforms are stored in compliance with our Records management and retention policy.

Complaints

If a parent/carer has a concern about the provision or organisation of SEND they are encouraged to raise this at the earliest opportunity by discussing it with the class teacher and/or SENCO in the first instance. If this is not successful, the matter should be discussed with the Headteacher. Following this, any concerns should be dealt with through the procedures outlined in the schools' complaints policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have the right to appeal certain decisions about their child's special needs made by their Local Authority. Such an appeal is made to the SEND Tribunal. A decision made by a school cannot be appealed to the SEND Tribunal.