

FLORENCE MELLY COMMUNITY PRIMARY SCHOOL

SEND POLICY 2018 -2019

To be read in conjunction with;

- Florence Melly's responses to the Local Offer
- Behaviour Policy and Framework
- Assessment, Recording and Reporting Policy
- Whole School Marking Policy
- Access Plan and Equality objectives
- School prospectus
- Policies related to Race, Equal Opportunities
- Admissions Policy

This SEND policy complies with the statutory requirements laid out in the SEND Code of Practice 0 -25 (2014) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012

The SENCO at Florence Melly School is Mrs Rose Findell. She can be contacted directly at the school on 0151 226 1929 or via email at r.findell@fmp.liverpool.sch.uk

1. The aims and objectives of this policy are:

- To create an ethos and educational environment that meets the needs of every pupil in the school/setting
- To ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting and make the best possible progress
- To foster and promote effective working partnerships with parents/carers, pupils and outside agencies
- To clearly identify the roles and responsibilities of school staff and the SEN Governors in providing an appropriate education for pupils with special educational needs and/or disabilities
- To enable full access for pupils with SEND to all aspects of the school curriculum through 'Quality First Teaching' in the first instance and in the wider school life and activities available to all
- To develop self-esteem, promoting a positive self- image and a 'can do' culture so all pupils can aspire to fulfil their potential
- To regularly review and evaluate the progress of pupils with SEND, ensuring parents/carers and pupils are fully involved throughout the process.

2. Responsibility for coordination of SEND provision

The main responsibilities for coordination listed in this policy fall within the role of Special Educational Needs Coordinator, Rose Findell. The SENCO's role is to work within a 'person centred' approach, fostering and promoting effective collaboration with children, parents, carers and outside agencies. The role is specifically outlined as follows:

- Overseeing the day to day operation of the SEND policy including the effectiveness of the SEND policy being reported to governors.
- Coordinating provision for pupils with SEND
- Liaising with and advising all colleagues.
- Overseeing the records of all pupils with SEND
- Liaising with parents/carers of pupils with SEND
- Contributing to whole school CPD/training particularly the induction of new staff
- Liaising with and drawing upon the advice of external agencies and LA
- Ensuring pupil profiles are in place and regularly reviewed
- Making sure progress and assessment of pupils with SEND is carefully tracked
- Following a graduated response to the assessment and provision of SEN with a clear focus on early identification
- Supporting the Headteacher, Senior Leadership Team and Governors to evaluate the effectiveness of the school's SEND policy, SEN provision and outcomes for pupils with SEND drawing up further priorities and actions in the School Development Plan.
- Ensuring a smooth transition across key stages and phases
- Ensuring that all additional interventions are monitored for their impact.
- Building the school's capacity for developing an inclusive approach.

We acknowledge that the SENCO shares this responsibility with the rest of the staff within the school and the governing body. Whilst the full governing body remain responsible for SEND the SEND Governors specifically support this work.

The SEND Governors at Florence Melly School are Mrs Janet Matthews and Reverend Tom Allen. They can be contacted via the Headteacher or Chair of Governors

The SEND Governors at Florence Melly School promote the development of SEN provision by;

- Championing inclusion and promoting a greater understanding of issues related to SEN by the Governing Body
- Being familiar with key legislation and policy
- Fostering communication between parents/carers of children with SEND and the school
- Meeting regularly with the SENCO and visiting the school
- Ensuring they have an understanding of the role of the SENCO and how pupils are supported
- Developing an awareness of the types of SEN present within the school cohort

- Reporting on occasions to the Governing Body
- Understanding how funding received for SEN is allocated by the school
- Attending regular governor training in relation to SEND
- Assisting in monitoring the progress of vulnerable pupils
- Reviewing and monitor the effectiveness of the SEND Policy

3. Arrangements for coordinating SEND provision.

The main methods of provision made by the school and coordinated by the SENCO are:

- Small targeted intervention groups by specialist teachers and TAs.
- Quality first teaching in classes, with additional specific support by class teachers through a differentiated curriculum and/or access to a Teaching Assistant if required
- Tailored intervention that is regularly evaluated for impact.
- In-class support with resources or specialised equipment.
- Support from specialists within class or as part of an agreed and monitored withdrawal programme
- Provision mapping which captures interventions within the school and which incorporates ASSESS, PLAN, DO, REVIEW

4. Specialist SEND provision

How Florence Melly Community Primary School manages the needs of pupils who qualify for SEN support

- In many cases the pupil's needs are effectively met within school. The way this is done is accessed in the School's Local Offer which is published can be seen on the School's website and the Liverpool Family Services directory
- Where a pupil continues to make less than expected progress despite evidence based support matched with interventions addressing areas of need it may be necessary to involve specialists in the school or from outside agencies. Parents will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies. (Except in child protection cases where a child is deemed to be at risk)
- Where assessment indicates that support from specialist services is required the school strives to ensure that the pupil receives this as quickly as possible. The Local Offer sets out clearly what support is available and how it can be accessed. Support Services used in Florence Melly Community Primary School include for example Educational Psychology, Occupational Therapy Service, Speech and Language Therapy Services to name a few
- Some children may have multi-agency involvement and the school will consider the criteria for the levels of need and where relevant may decide in consultation with Liverpool's 'Responding to Need Guidance and levels of Need Framework' that an EHAT (Early Help Assessment Tool) is appropriate.
- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the need of the child or young person and they have not made

expected progress, the school or parents should consider requesting an Early Help Assessment or an Education, Health and Care needs assessment. In applying for this the school presents evidence of the action taken as part of SEN Support

5. Inclusion and Facilities for vulnerable pupils and those with SEND

At Florence Melly School we have taken all necessary arrangements to ensure all pupils and parents regardless of any disabilities can fully access the building and extended facilities, curriculum and information about the school. Details of this can be found in the schools Accessibility Plan.

The SENCO also carefully monitors the extended out of school provision accessed by pupils with SEND, ensuring it is fully inclusive.

6. Allocation of resources for vulnerable pupils, those with SEND.

The Governing Body oversees the school budget allocation for SEN and therefore ensures resources are directed to support appropriate SEND provision as outlined in the policy.

The school allocates SEN funding in the following ways:

- Learning Support Teachers, Teaching Assistants and Learning Mentors
- Training for all Teachers, Teaching Assistants and Learning Mentors to effectively meet pupils' needs
- Specialist books and equipment
- In class and withdrawal support from SEN Teachers and support staff
- Purchasing and maintenance of ICT and electronic equipment

7. Identification and review of pupil needs

Early identification of pupils with SEN is a crucial factor in overcoming barriers to learning. The SENCO works closely with the school assessment coordinator to interrogate the school tracking data, ASPR, Fisher Family Trust, PIVATS 5 and P scales.

PIVATS and P scales are used in accordance with DFE guidance (not for EYFS or EAL pupils) and are integrated with whole school assessment and moderation.

At Florence Melly School we also use a number of additional indicators to identify pupils' special educational needs. Such as:

- Close analysis of data including; ASPR, Early Years, SAT's, subject specific assessments, reading ages and annual pupil assessments
- Individual and class concern sheets
- Any teacher or support staff concerns
- Following up pastoral and parental concerns
- Tracking individual pupil progress over time
- Liaison with feeder schools on transfer
- Information from previous schools
- Information from other services

This assists SENCOs and class teachers to:

- Provide starting points for the development of an adapted and appropriate curriculum That meets the pupil's needs;
- Support the pupil within the classroom environment;
- Continually assess pupils to identify strengths and areas for development;
- Provide regular feedback about the pupil's achievements and experiences to form the Basis for planning the next steps;
- Inform ongoing observation and assessment of each pupil;
- Involve parents/carers in supporting pupils at school and at home.

8. Florence Melly Community Primary School offers for improving the emotional, mental and social development of pupils with special educational needs.

Florence Melly Community Primary School recognises that some children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include:

- becoming withdrawn or isolated
- displaying challenging, disruptive or disturbing behaviour
- Poor attendance or persistent absenteeism

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or other physical symptoms. Other children and young people may have disorders such as:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

It is also recognised by the school that children may display certain behaviours as a result of self-esteem or other issues such as neglect and verbal or physical abuse.

There are clear processes to support children and young people and this is linked to the Safeguarding and the Pastoral Support policies. These policies include detail on how the school manages the effects of any disruptive behaviour so that it does not adversely affect other pupils. Some examples of how the school provides support for pupil's emotional, mental and social development is seen in the following ways:

- One to one support and small group work for children on aspects of SEMH (Social, Emotional and Mental Health)
- Family interventions, and support provided in for example EHATS (Early Help Assessment Tools)
- Outside agency involvement and expertise with the school and families

- Specific and regular outside agency involvement e.g. support for healthy eating, sports groups etc.

9. Florence Melly Community Primary School assesses and reviews the progress of pupils with special educational needs by referring to the graduated approach as outlined in the Code of Practice.

ASSESS:-In Assessing a child/young person the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behavior and their peers and national data. The pupil's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessments are reviewed every term in our school.

PLAN: - We recognise that we **must** formally notify parents if their child is being provided with SEN support despite prior involvement and communication. The teacher and SENCO agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behavior along with a clear date for review.

DO: - The School's SENCO/Inclusion Manager Rose Findell supports the class or subject teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching.

REVIEW: - Reviews are carried out on the agreed date. Some children have an EHC (Education, Health and Care Plan). These must be reviewed by the local authority in partnership with the school at least annually. These reviews are arranged at school and are part of the SENCO/Inclusion Manager's role. When we review we evaluate the impact and quality of the support and take into account the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the SENCO will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent and pupil. We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning next steps. In transition to another setting information to be passed on will be shared with parents and pupils and this may involve others being present at review meetings and the SENCO/Inclusion Manager attending meetings offsite to support the transition process.

10. Access to the curriculum, information and associated services.

All pupils at Florence Melly School have equal access to a broad and balanced curriculum, differentiated to enable ALL pupils to understand the relevance and importance of an appropriate education. This promotes self esteem and confidence that will lead to pupils making relevant progress that is closely monitored.

Teachers use a wide range of strategies to meet pupil's special educational needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning. The school's Teaching and Learning Policy should promote best practice towards students with SEN.

Relevant information is shared with parents/carers of pupils with Special Educational Needs. They receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

11. Evaluating the success of provision.

A key element of evaluating the success of the SEND provision provided at the school is covered in the close monitoring of Class and Individual concern Sheets and pupil profiles.

All teaching and support staff, parents/carers, outside agencies and the pupils themselves are vital to this process. Their feedback along with the monitoring of class and Individual concern sheets and pupil profiles. Provision Maps allow us to evaluate the success of the provision and make timely amendments where required. Where interventions have not made the expected impact over the time frame allocated alternative provision may be offered.

On a strategic level the SENCO works with the SLT and governors to ensure that the SEN Information report is presently annually to the governing body and to parents on the school's website so that the effectiveness of provision is transparent.

12. Working in partnership with parents/carers.

At all stages of the special needs process, the school keeps parents/carers fully informed and involved. Regular meetings are scheduled to share the progress of the pupils with parents/carers and take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/Carers are encouraged to make a full and active contribution to their child's education. The school regularly contributed to the Local Authority's Local offer which details provision, resources, staffing etc. and given parents the ability to access what Florence Melly has to offer and also the chance to make comparisons with other schools in the area.

Complaints procedure for parents/carers.

Any complaints should first be raised with the SENCO, then if necessary with the Headteacher and finally, if unresolved, with the SEND Governors.

Managing parental complaints related to SEN (any of the following may apply)

- All SEN complaints must follow the school's formal complaints procedure.
- The SEN governor is consulted
- External advice may be sought
- Key legislation regarding the matter is identified.
- Good levels of communication with the parents/carers are maintained throughout the process.
- Meetings with the parents/carers are arranged, perhaps involving a mediator such as Parent Support
- Key issues are identified including where there is agreement.
- Discussions should take place with the SENCO
- Reports provided by outside agencies should be considered

13. CPD and training of staff

All primary schools within an SEN Consortia (ALT VALLEY 1) share best practice and offer support within the locality. Training on SEN is arranged through these and with the support and involvement of the services attached to these, The training is needs led and linked to the school development plan, needs of the particular consortia and the school's Local offer. Specific training can be provided for the SENCO, Individual Teachers, Teaching Assistants, whole school and parents. Liverpool school Improvement service provides two SENCO Briefings and an annual SENCO Transition Forum (KS2/3) in the summer term where any pupils with SEND and/or vulnerable pupils can be discussed in person and a transition plan can be put in place.

All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND. The SENCO may provide school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND.

A needs analysis to determine INSET requirements of staff (including Governors) in the area of SEND is conducted annually. The School's INSET needs are included in the School Development Plan and the outcomes and impact of these will be detailed in the SEN Information report.

14. Links to support services

At Florence Melly School works in partnership with outside agencies such as:

- SENISS
- Outreach support
- Health and Social Services
- Educational Psychology
- Education Welfare
- SEND Consortia

Members of these agencies are invited to meetings in school to review the programmes in place for individual pupils in order that their specialist advice may be incorporated into intervention/provision.

The school promotes the ‘team around the child/team around the school’ approach, to ensure early identification and assessment of SEN.

15. Links with other schools and clusters

Prior to admission to Florence Melly School, contact is made between the SENCO and the SENCO or class teacher at the previous school in order to contribute to a transition plan should one be required. When a pupil with SEND transfers to another school, all relevant documentation is passed on to the SENCO at the receiving school. Liverpool has an annual SENCO Transition Forum (KS2/3) in the summer term where any pupils with SEND and/or vulnerable pupils can be discussed in person and a transition plan can be put in place.

All primary schools within the SEND Consortia share best practice and offers support within the locality.

16. Reviewing the effectiveness of this SEND Policy

The Governing Body will report annually on the success of the policy under the statements listed in ‘**The aims and objectives of this policy**’ (page 1).

In evaluating the effectiveness of this policy, the school will consider the views of:

- Reports presented by the Headteacher, SENCO and link SEN Governor
- Parents/carers
- Pupils
- Outside Agencies

Pupil’s attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through the school’s tracking and assessment systems, use of standardised tests including reading, spelling and numeracy ages, an analysis of external tests including SATS, Ofsted reports and ASPR online data and entry and exit data from both academic and pastoral interventions. The effectiveness of the provision will be commented and acted upon in the annual update of the SEN Information Report (available on the school’s website)

Produced by: Mrs Rose Findell (SENCO) – September 2018

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