**MANOR PARK SCHOOL AND NURSERY**

**SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY**



The Special Education Needs and Disabilities Policy in respect of Manor Park Primary School has been discussed and adopted by the Governing Body

Last updated: January 2024

To be reviewed: January 2025

Special Educational Needs and Disabilities Policy

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| **PERSON RESPONSIBLE FOR POLICY:** | Sarah Jeffery |
| **APPROVED:** |  |
| **signed:** |  |
| **to be reviewed:** | January 2025 |

**Introduction**

Manor Park Primary School is committed to meeting the special educational needs of children and ensuring that they achieve the best possible educational and other outcomes. Every teacher is a teacher of every child, including those with SEND. This policy has been drawn up with the support of school stakeholders; including members of the school Pastoral Team, the Pastoral Sub-Committee of the Governing Body, the SEND Governor, pupils and parents. The Policy along with Manor Park’s Local Offer will be available to all parents via the school web-site on the dedicated SEN page.

**Aims:**

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim to:

* Build upon the strengths and achievements of the child
* Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
* Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils.
* Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil’s progress and Special Educational Provision made for them.
* To identify any pupil’s SEN as early as possible in order to put in place appropriate interventions and resources
* Work towards developing expertise in using inclusive teaching and learning strategies
* To correspond to all SEN requirements and provisions contained in the SEND Code of Practice 2014
* To access and utilise all available resources, training opportunities and funding in order to provide up to date and appropriate resources.

**Objectives:**

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

* Ensure child participation and involvement in their learning, with increasing responsibility for their learning and behaviour as they move through the school.
* Ensure good parent and carer involvement in children’s learning and development.
* Ensure that the school offers a broad, balanced and differentiated curriculum that is accessible to children with special educational needs and promotes high standards of attainment and achievement.
* Ensure that the learning needs of children with special educational needs are identified and assessed as early as possible; that outcomes of Special Educational Provision are determined; and that their progress towards these outcomes is closely monitored.
* Ensure all teachers take responsibility for planning and meeting the learning needs of children with special educational needs, and of deploying support staff effectively to meet children’s learning needs.
* Ensure that the school liaises with special schools and outside agencies effectively to meet the needs of staff and pupils.

**Broad Areas of Need**

We recognise that there are four broad areas of need (SEND Code of Practice 2014). The purpose of identifying need under these categories is to ensure that the correct actions are taken to support a pupil not merely to categorise them. At Manor Park we consider the needs of the whole child not just the special educational needs of the child.

* Communication and interaction
* Cognition and learning
* Social, emotional and mental health difficulties
* Sensory and/or physical impairment.

**Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

**Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

**Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their learning.

At Manor Park we acknowledge that there will be situations when children require additional support but that the individual child may not be identified with SEN. These situations may have an impact on progress and attainment and as such require additional support to be provided.

For example:

 Having a disability

 Attendance and punctuality

 Health and welfare

 Using English as an Additional Language (EAL)

 Being in receipt of Pupil Premium Grant

 Being a Looked After Child

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision (SEP).

**Graduated Approach to SEN Support**

At Manor Park, we are committed to early identification in order to meet the needs of children with SEN. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers’ ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, Pre-Key Stage Standards or the use of PIVATS. Teachers will then consult the SENCO to consider what else might be done – the child’s learning characteristics; the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved by focusing on Quality First Teaching (QFT) through; classroom organisation, teaching materials, teaching style and differentiation. If subsequent intervention does not lead to adequate progress then the teacher will consult the SENCO to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is **additional to** **or different from** that which is normally available. This would constitute a School Support Plan(SSP) and the child would be registered as receiving SEN Support. We seek to identify children 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
* does not 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 school will use the graduated approach as advised in the Code of Practice 0-25 Years – ‘Assess, Plan, Do, Review’. This process is initiated, facilitated and overseen by the SENCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENCO will be responsible for liaising with those agencies. The SENCO will also provide advice and guidance throughout the process, and may carry out some additional assessment. The SENCO will update all records of provision and impact of that provision. The teacher will maintain the personalised plans and keep them updated.

**ASSESS** - The teacher and SENCO will consider all of the information gathered from within the school about the children’s progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child’s current attainment, achievements and learning profile. This may involve taking advice from the SENCO, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the child, parental consent will be sought first. Information may also be gathered using person-centered tools to discover what is important to the child and how best we can support them.

**PLAN** –

**Step 1**

At Manor Park class teachers are responsible and accountable for the progress and development of all children in their class, including children who access support from teaching assistants and/or specialist staff. High quality, personalised teaching is differentiated for groups and individuals within the class and is the first step in responding to children who may have SEN. Any additional intervention and support does not compensate for lack of high quality teaching.

Class teachers ensure any support plans are implemented in the classroom. They liaise regularly with parents/carers and the SENCO. They deploy additional adults effectively. They identify SEN provision on their class plans and write and review targets for their SEN pupils.

**Step 2 - First Concerns**

When a child is making insufficient progress in relation to his/her peers and a gap in learning begins to form or when there are concerns regarding a child’s social, emotional or mental health, the Class Teacher meets with parents/carers to discuss their concerns. The SENCO is informed and plans are made to provide appropriate support for the child. This might include specific resources and programmes, additional adult support or specific approaches and strategies.

At this stage the child is listed on a school register of First Concerns. At this stage the child is not necessarily considered to have Special Educational Needs and will therefore not be placed on a SEN register. Every effort is made to remove barriers to learning and to stop the gap widening between the child and his/her peers.

**Step 3: SEN Support**

The child’s class teacher and SENCO (where necessary) will write a SEN Support Plan (SSP) for the child with more complex Special Educational Needs. In general these children will be those who need several hours of additional support in class. This plan will be written annually in collaboration with class teachers, parents/carers and children. This plan will relate to a clear set of outcomes which reflect the views and feelings of the child and their family. It will have stretching and relevant academic and developmental objectives. When a child has an SSP he/she is placed on school’s SEN Register

**DO-** The strategies and interventions agreed in the plan will be implemented and progress monitored using the school’s usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

**REVIEW**- The progress of the child will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with children and parents happen at least termly.

**Involvement of Specialists**  At any update where a child is making less than expected progress, despite evidence based support and effective interventions, school will involve specialists who will impact further on effective teaching approaches, equipment, strategies and interventions.

Parents/Carers will be notified and included in this involvement. Specialists include Educational Psychologists, the Cheshire East Autism Team, Speech & Language Therapists, Vision/hearing Impaired Specialists, the Child & Adolescent Mental Health Service, School Health Team and the Physiotherapy/Occupational Therapy Services. Early Years specialists are consulted for pre-school children.

If, after the involvement of specialists, there are still serious concerns about a child’s progress then school will discuss with parents/carers applying for a **Statutory Education, Health & Care Plan (EHC Plan)**. Information will be gathered from all those involved with the child with parental consent. EHC Plans will only be issued for children with complex or severe needs or those with exceptional medical or social conditions.

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| **Needs Assessment of SEN**  If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEN Support, then the school may request a needs assessment from the Local Authority, which may lead to an Education, Health and Care Plan (EHCP).  The school will provide the evidence about the child’s progress over time, documentation in relation to the child’s SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place.  This information may include:   * The child’s personalised plans eg. School Support plan (SSP) * Records of reviews with children and parents, and their outcomes * Early Help Assessments (if applicable) * Medical information where relevant * National Curriculum attainment, and wider learning profile * Educational and other assessments, e.g. Educational Psychologist * Views of the parent and the child * Involvement of outside agencies * Observations of the child inside the classroom |

If the Local Authority (LA) agrees to a Needs Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

* parents/ carers and/ or child
* the school
* an educational psychologist or member of the Cheshire East Autism Team
* Health
* social care
* anyone else that parents/ carers request
* a specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website [www.cheshireeast.gov.uk](http://www.cheshireeast.gov.uk)

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| **Annual Review of the EHC Plan**  All EHC Plans must be reviewed at least annually. The SENCO initiates the process of inviting relevant people to the meeting. This will include children, parents and others close to the child who children and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred, looking at:   * progress on actions towards agreed outcomes * what we appreciate and admire about the child * what is important to the child now * what is important to the child in the future * how best to support the child * questions to answer/ issues we are struggling with * action plan   Any amendments to the EHC Plan will be recorded. The SENCO will record the outcomes of this meeting and together with the Head Teacher will ensure that it is sent to the LA.  **Exit Criteria**  Staff regularly assess children’s progress and aim to remove children from SEN provision when appropriate. We use a ‘step down’ process; e.g. if a child is on a SEN Support Plan (SSP) and good progress is seen with the child reaching their potential, or attainment is in-line with their year group their plan will step back down to First Concerns. This allows the staff to monitor the progress closely and to check progress is maintained before removal from the First Concerns record. |

**Supporting Children and Families**

Manor Park’s Local Offer and the Cheshire East Local Offer provide further guidance and support for parents. Links to these can be found on our Web-Site within the dedicated SEN Page.

Manor Park liaises with a wide variety of agencies to support families and school staff attend multi-agency meetings including Early Help Assessment (EHA) meetings. The school is committed to working closely with parents and a number of initiatives to develop closer working relationships have been developed in the last year.

Parents will be involved at every stage of their child’s progress, through liaison with the class teacher and later the SENCO. Parents are encouraged to be involved with target setting for personalised plans. Some home activities may be provided. Parents and children are invited to target setting meetings and to review progress. Parents of children with EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child and the child themselves. The Governors’ Annual Report informs all parents of changes to the SEN Policy and of the outcomes of targets set in the Policy and new targets set for the coming year.

**Supporting Children with Medical Conditions**

At Manor Park we recognise that children at school with medical conditions can require additional support to access full time education, including school trips and physical education.

The school staff access regular training relating to medical conditions and liaise closely with the children’s medical staff to implement care management plans e.g. Diabetic Management Plan, Epilepsy Management Plan etc...

The school has a detailed ‘Administration of Medicine Policy’; this can be accessed on our school web-site or in our Local Offer.

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| **Admissions**  Children with special educational needs will be admitted to ANY Primary School in line with the school’s admissions policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act’s requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having special educational needs. In the case of a pupil joining the school from another school, ANY Primary School will seek to ascertain from parents whether the child has special education needs and will access previous records as quickly as possible. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.  When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to secondary school the Year 6 teacher and SENCO will meet with the SENCO of the receiving school to discuss SEN records and the needs of the individual pupils. An invitation will be issued for a representative of the receiving school to attend the transition review meeting held in Year 6. |

**Roles and Responsibilities**

**The Governing Body**

At Manor Park Primary School, the SEN Governor will support the Governors to fulfil their statutory obligations by ensuring:

* the SEN policy is reviewed on a regular basis,
* the governors’ annual report details the effectiveness of the SEN policy in the last year, any significant changes to the SEN policy, why they have been made and how they will affect SEN provision,
* The school prospectus explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs.

**The Headteacher**

The Headteacher is the school’s ‘responsible person’ and manages the school’s special educational needs work. The Headteacher will work closely with the SENCO, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school’s special educational needs policy. The Headteacher and the SENCO will identify areas for development in special educational needs and contribute to the school’s development plan.

**The Special Educational Needs and Disabilities Co-ordinator (SENDCO)**

The SENDCO is responsible for:

* Co-ordinating SEN provision for children
* liaising with and advising teachers
* maintaining the school’s SEN register and overseeing the records of all pupils with special educational needs
* liaising with parents of children with special educational needs
* liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
* Consultation with the class teacher to ensure that SSPs are written and that reviews take place.

**Monitoring & Evaluation**

The Head teacher and Senior Leadership Team regularly monitor and evaluate the quality of provision for all children. The impact of SEN provision is measured through analysis of pupil tracking and test results. Progress is measured against national data and based on children’s age and baselines. Intervention progress, individual targets, book scrutiny and pupil voice are also referred to. The SENCO meets 4 times annually with teachers to analyse data and discuss the progress of every child who has an SSP.

**Training and Resources**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff are encouraged to undertake training and development.

Training takes place on a regular basis for staff in school. In-house training is used during weekly staff meetings where identified areas of SEN & need can be explored e.g. SALT, Autism, ADHD, dyslexia etc... Staff also attend training programmes offered by specialist providers; these may be specific to the needs of individual pupils or could be related to one of the four broads areas of identified need.

The SENCO also attends Educational Psychologist and Cheshire East Autism Team consultations every half term where the most complex SEN pupils are discussed.

The school budget is utilised to provide support & resources for pupils identified with SEN;

**Complaints Procedure**

As a school we are always willing to discuss any issues that arise and try to resolve situations as quickly and smoothly as possible. In the first instance please contact the class teacher or the SENCO. If complaints still are not satisfied then an appointment can be made to see the Head teacher.

However, if parents/carers feel an issue has not been resolved the Complaints Procedure can be accessed on our school web-site – [www.manorpark.cheshire.sch.uk](http://www.manorpark.cheshire.sch.uk) or by contacting the school office – 01625 568837