



Wesley Methodist Primary School
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**Special Needs Co-ordinator (SENCO) -
Mrs Davidson & Miss Kirkpatrick**

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SEND Governor: Juliet Menzies

Introduction

This Policy takes account of the Special Educational Needs and Disability Code of Practice 0-25 years September 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE Feb 2013
- Schools SEN Information report Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014

Mission Statement

Shine like stars with love

-We love God as well as each other and we put the needs of other before our own.

Shine like stars with joy

- We celebrate our achievements, big and small, and show encouragement to others as they reach their goals.

Shine like stars at peace

- We work together to achieve peace in our lives and across our wider community, ensuring that Wesley is a happy and safe place to be.

Shine like stars with patience

-We understand everyone's unique needs and show respect and care to all in our school and community.

Shine like stars in showing kindness

-We strive to make a positive difference to all others around us, particularly to those in the most need.

Shine like stars by doing good

-We always try to do the right thing and follow the school rules.

Shine like stars with gentle strength

-We show gentle strength.

Shine like stars with faithfulness

- We tell the truth and act with honesty in all that we do.

Shine like stars with will power

-We show self-control, even under pressure, working to reflect the values of the school.

Shine like stars through our talents

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-We understand that we all have unique and special gifts from God and know we can use these to have a positive impact on our world.

Rationale

At Wesley Methodist Primary School every child matters. Every child is equal, valued and unique. We aim to provide a safe and positive environment to ensure children are happy and feel safe. We are committed to providing an education that enables all pupils to become confident individuals and achieve their full potential.

At Wesley Methodist Primary School we are committed to inclusion and offer opportunities to learners who may have experienced previous difficulties. We recognise:

'Every teacher is a teacher of every child or young person including those with SEN'.

Aims

Our aim is to raise our aspirations and expectations for all pupils with SEN.

This policy focuses on the learning and progress of those children who have needs relating to:

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

Every pupil with SEN and disability in this inclusive school has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the well-being of all pupils in relation to **being healthy, staying safe, enjoying and achieving, social and economic well-being**

Objectives

- To identify pupils with Special Educational Needs and disabilities and ensure that their needs are met
- To operate a whole pupil, whole school approach to the management and provision of support for special educational needs
- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of practice 2014
- To provide a Special Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils
- To develop and maintain partnerships and high levels of engagement with parents

- To ensure access to the curriculum for all pupils

Definition of SEN

The code of practice defines SEND as:

A child or young person has SEND if they have 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 young person has a learning difficulty or disability if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others the same age; or
- b) Has a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

Identifying Special Educational Needs

We recognise the four broad categories of need in the Code of Practice. The purpose of identification is to work out what action the school needs to take, not fit a pupil into a category.

A range of evidence is collected through the school's assessment and monitoring arrangements.

If this indicates that the child is not making expected progress the SENCO may be consulted in order to decide whether additional and/or different provision or further assessment is necessary.

Other factors which may impact on progress and attainment are:

disability, attendance and punctuality, health and welfare, EAL, being in receipt of Pupil Premium Grant, being a Looked After Child, being a child of a Serviceman/woman, but are not necessarily SEN.

Management of Pupils with SEN

The class teacher is responsible and accountable for the progress of all pupils in their class.

This will be reviewed as part of an **Assess, Plan, Do, Review** Cycle with the SENCO and the Year Group Leader in Pupil Progress Meetings.

Support and training may be offered to the class teacher to improve their understanding of strategies to support specific pupils.

Where progress does not improve despite planned provision a child may be placed on the school's SEN Register.

The school, pupil, and parents work together in setting appropriate targets and provision for the pupil. It may be decided to place the pupil on a planned SEN Support Programme which may be recorded on a Provision map. The school has developed a

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Raising a Concern Proforma which teachers are expected to complete to refer individual concerns onto the SENCO. The SENCO will review what has already been put in place and plan next steps to secure better outcomes for the pupil. This may result in further assessment and observation, advice on different teaching approaches, the provision of additional resources, and where appropriate the pupil may be placed on an intervention. Referrals to outside agencies may be contacted for further guidance.

Where the needs of the pupil are broader or more complex and/or a family may want to access specialist schooling, a pupil may be put forward for an Education and Health Care Plan (EHC). This replaces the Statement of Special Educational Needs. Refer to School's Contribution to the Local Offer appendix 1 and school website.

A graduated approach to SEN support

All children at Wesley Methodist Primary have an entitlement to high quality teaching. This is teaching that is carefully planned and takes prior learning into account. Lesson objectives are shared and revisited during lessons and teachers use interactive teaching methods to ensure that high quality teaching and learning is taking place taking different learning styles into account.

The Graduated Approach

To enable all children to achieve their personal learning outcomes, At Wesley we use a four step graduated approach to support. The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school.

Stage 1: No additional support (Quality First Teaching)

Stage 2: Low level of additional support (Short Term Intervention)

Stage 3: High level of additional support (SEN intervention support)

Stage 4: Exceptional Support (Statement/ EHC Plan)

School Liases with the following services

- Additional Needs Team (ANTS)
- Behaviour Outreach
- Bereavement
- Child and Adolescent Mental Health Service (CAMHS)
- Cognition and Learning Team (CLT)
- Dyslexia Teams
- Dyspraxia / Dyscalculia Teams

- Educational Psychologists (EP)
- Hearing Impairment Service
- IAPTS
- NHS
- Occupational Therapy (OT)
- Physical Disability Team
- Speech and Language Team (SALT)
- Social Communication Difficulties Team (CDT)

Criteria for Exiting the SEN Register

Where specific planned provision results in accelerated progress and the pupil is working within national expectations they should be removed from the SEN Register and placed on a watching brief to monitor ongoing progress.

Supporting Pupils and Families

Refer to School's Offer in appendix 1 and website

Provision Maps

When a teacher or the SENCO identifies that a child with SEN requires interventions that are **additional to or different from** those provided as part of the school's usual differentiated curriculum an appropriate intervention is put in place and recorded on a provision map.

The CMP is a planning, teaching and reviewing tool. It underpins the process of planning intervention for the individual pupil with SEN.

Provision maps are teaching and learning plans setting out:

- **The short-term targets set for or by the pupil**
- **The teaching strategies to be used**
- **The provision to be put in place**
- **When the plan is to be reviewed**
- **Success and/or exit criteria**

It is the class teacher's responsibility to ensure the provision is actioned . If there is any problem with actioning these requirements , teachers must speak to the SENCO to find a resolution.

Provision maps must be reviewed by the class teacher on an individual basis every half term.

The SENCO will monitor provision maps regularly to check for consistency.

It is the class teacher's responsibility to ensure that any adults working with the child are aware of their needs and targets.

Pupil Involvement

The CPM is concerned with targets and support to help the pupil move forward with their learning. It is essential that pupils are actively involved in their CPM. This means pupils must know and understand their targets and know what to do to achieve them, and who will help them achieve.

Parent Involvement

The involvement of parents in their children's learning is vital to success. Parents need to be informed when concerns arise. Teachers need to ensure parents are fully aware of provision maps and planned provision and are consulted with regard to reviews. Parental views need to be actively sought and recorded.

We offer the CAF/TAC support process where appropriate and signpost to other outside agencies.

Access to Pastoral Support Team

The Pastoral Team comprises Charlotte Wood, Safeguarding and Pastoral Lead and Bev Davidson/ Rebecca Kirkpatrick (SENCO) Many of our most vulnerable children have SEN and pastoral care needs.

Close collaborative working between the Pastoral Team and the SENCO is vital to ensure the safety, wellbeing and development of our most vulnerable children. This collaborative care extends to supporting parents.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so they have full access to education, including school trips and physical education. Some children will have their medical conditions recognised by their Education and Health Care (EHC) Plan (Statement of SEN).

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Medical Care Plans are in place for children with specific medical conditions, such as diabetes, asthma, chronic lung disorder, allergy, epilepsy, physical needs. The Community Nursing Team from the child's hospital draws up the Medical Care Plan. It is the parents responsibility to ensure plans are made available to school staff and to ensure the Plan is reviewed at least annually.

A copy of the Medical Care Plan and specific medication should be securely kept by the class teacher. A medical bag should be used to store contents. This should be securely stored in a designated place and be available whenever required. All adults who work with the child should be familiar with the Medical Care Plan and the relevant medication.

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The Mid-day Supervisory Assistants must be informed of any child who has a Medical Care Plan. Copies of Medical Care Plans will be located in the Medical Room, with the Class teacher, the SENCO and with the Office Manager.

A list of all pupils who have medical conditions will be provided for the Headteacher, Deputy Head Teacher and the Senior Leadership Team, and Senior Mid-day Supervisory Assistants. The SENCO will review and update this list.

Interventions

Interventions are put in place by class teachers to support the planned provision to meet individual or group needs. The SENCO will advise on appropriate and effective interventions, and can provide additional resources. Interventions may be run by the teaching assistant or class teacher. Pupils can be identified in pupil progress meetings. However, it is the responsibility of the teacher to maintain a clear oversight of the progress the child is making on the intervention at all times.

The class teacher communicates progress with the parent.

We have a range of intervention groups which happen across the school in addition to intervention groups happening within classes.

Interventions should only happen during afternoon sessions and assemblies unless there is a significant need.

Further information regarding the range of interventions can be obtained from the SENCO and is included in the School's Contribution to the Local Offer.

Assessment within Interventions

The class teacher is responsible for the assessment and progress of the child. Data gathered from interventions forms a part of an overall teacher assessment.

If any child is giving cause for concern and it is thought there may be some SEN issues the class teacher should speak to the SENCO. If the class teacher is finding it difficult to ensure that targets on a child's IEP are being addressed, they should speak to the SENCO.

Individual Assessment

The SENCO may carry out individual assessments and observations in response to identified concerns.

Pastoral Support Plans

If any child is experiencing social, emotional, mental health issues which are affecting their learning and behaviour a Pastoral Support Plan can be implemented.

The Pastoral Support Plan sets out clearly the targets to work on and the strategies and additional resources needed. The SENCO arranges the initial set up meeting with the class teacher and parent.

A Positive Daily Target Card personalised for the child is implemented. The class teacher records progress on a session by session basis.

Monitoring and Evaluation of SEND

To ensure the quality of our SEND Provision the school will conduct regular audits involving the SEN Governor, the Headteacher and Deputy Head teacher . This will involve:

- **Lesson observations**
- **Learning walks**
- **Book scrutiny**
- **Data analysis**
- **Feedback from pupil progress meetings**
- **Feedback from parent/pupil views**
- **Monitoring staff training**
- **Data analysis of intervention programmes**
- **Termly SENCO network meetings**

Training and Resources

The training needs of staff are identified through the School Improvement Plan, Performance Management Reviews and Individual Pupil Needs.

The SENCO accesses CPD as required and attends Network meetings.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school has developed strong links with the Ark and Bury SEND team.

Roles and Responsibilities

The named Governor for Special Educational Needs is Juliet Menzies.

Responsible for:

- Making sure that necessary support is made for any child who attends the school who has SEND.
- Monitoring provision, standards and expenditure through regular reports to the governing body, meeting with the SENCO, analysis of data and visits to the school.

Head Teacher: Mr Mike Lonsdale

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.

SENCO: Miss Kirkpatrick & Mrs Davidson

Responsible for:

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- Coordinating support for children with SEND and developing the schools SEND policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring parents are involved in supporting their child's learning
- Liaising with other people/agencies coming into school to help support a child's learning.
- Updating the schools SEND register
- Providing specialist support and training for teachers and support staff in school to help support children with SEND.

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Storing and Managing Information -Confidentiality

Information collected about a pupil's SEN is confidential and will only be communicated to involved persons with the knowledge and agreement of the the pupil's parents, the Headteacher, Deputy Head teacher or the SENCO.

Confidential information regarding a pupil's SEN is kept in the SENCOs Action File and is stored in a locked cabinet. If information on a pupil is required from the Action File, the information on that pupil only may be removed and returned promptly. The Action File contains past and current copies of termly support strategies/IEPs and provision maps.

Accessibility

See Accessibility Statement/Plan

Complaints

The Headteacher and all staff are committed to providing the very best education for all children. However, there may be occasions when a parent is not satisfied with their child's provision. They should first request a meeting with the Headteacher and SENCO when the issues can be discussed.

Date Policy Agreed.....

Review Date May 2018

Related Policies

Assessment Policy

Inclusion Statement

Behaviour Policy

Equality and Disability Policy

Safeguarding /Child Protection Policy

PHSE Policy

Gifted and Talented Policy

EAL Policy

Friendship Policy

Wesley Methodist Primary School Special Educational Needs Policy

Medical Conditions Policy
Accessibility Statement/Plan
General Complaints Procedure Policy

Signed
Chair of Governors

Dated

Last reviewed May 2018

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