



Special Educational Needs and Disability (SEND) Policy

Ashbury Meadow Primary School

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Special Educational Needs and Disability Policy (SEND)

At Ashbury Meadow Primary School the word inclusion means:

‘.... not only that pupils with Learning Difficulty and or Disability should, wherever possible receive their education in a mainstream school, but that they should join fully with their peers in the curriculum and life of the school’

(DfES Excellence for All Children – Pg44)

1. Principles and Objectives

At Ashbury Meadow Primary School we use the definition of Special Educational Needs taken from the 2014 Code of Practice (xii)

‘A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her’. (pg15)

A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age.
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in a mainstream school.

Improving outcomes for the children and families

At Ashbury Meadow Primary School our SEND Policy is based on valuing individuals and responding to their diverse needs. We provide a nurturing environment for children to grow and fulfil their potential.

As a school we firmly believe in equal opportunities and aim to meet the physical, emotional and intellectual needs of all our children. This policy should therefore not be read in isolation but be read alongside the school's policies, such as disability, equal opportunities, English as an additional language, etc.

We aim to work closely in partnership with parents and carers, recognising the knowledge they can provide to help us to understand and build on children's previous experiences and skills. We involve children and parents in setting targets and identifying strategies to help the child both at home and in school. This collaborative approach will ensure that the whole family contributes and develops a shared understanding of the child's Special Educational Needs.

Working in collaboration

1.22 The 2014 code of practice states:

- if children and young people with SEN or disabilities are to achieve their ambitions and the best possible educational and other outcomes, including getting a job and living independently as possible, local education, health and social care services should work together to ensure they get the right support.

At Ashbury Meadow we work closely with all other agencies when supporting a child and their family.

The Identification of SEND

The aim of SEND provision within Ashbury Meadow is to provide opportunities for all children to learn and achieve.

The identification of SEND is built into our overall approach to monitoring the progress and development of all pupils.

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These are used to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

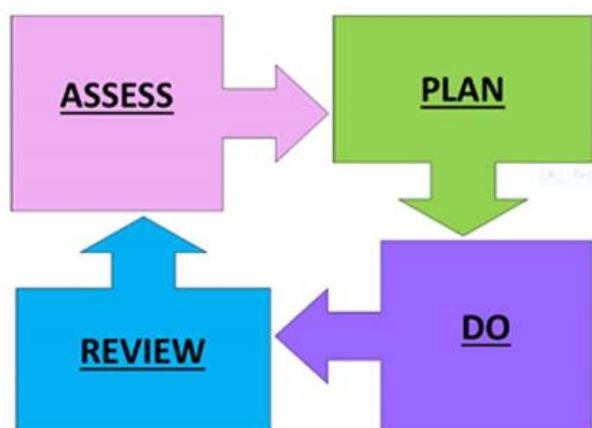
- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This also includes progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The Graduated Approach to SEND

The school adopts the graduated approach to ensure all children make progress. It is a 4-step, ongoing cycle:

- **Assess** – thorough assessment and understanding of the child's specific needs.
- **Plan** – what teaching strategies and targeted provision will we put in place.
- **Do** – putting the strategies and provision in place under responsibility of the class teacher.
- **Review** – reflecting on the strategies and provision, based on the child's progress. What has worked well? What will secure better outcomes for the child?



First response

The first response to less than expected progress is high quality teaching, targeted at the specific areas of need that have been identified.

The class teacher plans differentiated work at the appropriate level for children to meet their needs and ensure that success and progress is achieved.

Other classroom strategies, for instance extra teaching or other rigorous interventions designed to secure better progress in the identified area of need will be quickly put into place.

With the correct support at the correct time, marginal gaps may be narrowed and the child may 'catch up' with their peers.

Depending on the impact of these strategies on a child's progress, an INP may be discussed with the child, parent or carer.

Individual Needs Plans (INPs)

Where a child needs support that is additional to, or different from, the typical provision for a child of their age, the class teacher, in consultation with the SENDCO, will create an individual plan for the provision that the child needs to ensure they make progress.

The Individual Needs Plan (INP) should include:

- Long term outcomes – goals that we want the child to achieve by the end of their key stage, or for their transition to secondary school.
- Short term targets – 3 to 4, achievable, highly focussed, individual targets that match the child's needs
- The teaching and learning strategies to be used, including the provision to be put in place that is *additional to, and different from, the normal provision* i.e. targeted small group work, 1-1 teaching times etc...
- Success criteria – how we will know if the child is making progress towards the targets set. This will include smaller steps of progression towards the target.

- Progress review – Evidence to support the child's progress against their targets. *This should include samples of work that shows evidence, observational notes based on teacher assessment and milestones achieved.*
- As an INP is a working document targets will be constantly under review to ensure that appropriate targets are set and the child is making progress. INPs must be altered as and when the children achieve the outcomes required. INPs will be formally reviewed – November, March and July, in consultation with the child and their parents.

Writing, implementing and reviewing INPs is the responsibility of the class teacher. Support from Phase Leaders and the SENDCO (Special Educational Needs & Disabilities Coordinator) is always available.

Involving Specialist Services

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, we will consider involving specialists to support the child, their family and the staff working with the child.

Specialist services that we regularly work with are:

- Educational Psychology: *to explore how a child learns, including cognitive, social and emotional processes.*
- Speech and Language Therapy: *to explore difficulties in understanding, receptive and expressive language and also difficulties with forming speech sounds.*
- Child and Adolescent Mental Health Services (CAMHS): *offering assessment, diagnosis, treatment and support for young people who are experiencing problems with their emotions, behaviour or mental health.*

Referrals into these services will always be done in consultation with parents and will be carried out by the SENDCO (Mr M. Fuller).

Information and recommendations from specialists will be implemented in school as part of the graduated approach for the child.

Education, Health and Care Plan (EHCP)

Despite the school putting relevant actions into place some children with higher levels of need will not make the expected progress. Ashbury Meadow will work with parents and other agencies to consider requesting statutory assessment for an EHC plan from the local authority to secure additional long-term support for the child.

Success Criteria

The following criteria will be used to evaluate the success of the SEND policy:

- That all staff know about the policy and use it to support teaching and learning
- That children with SEN and/or Disabilities are identified as early as possible
- That parents are treated as partners and kept fully involved throughout the child's time at our school
- That the provision the child receives matches their needs
- That SEND is part of our school self-evaluation arrangements (SEF School Evaluation Form) and is part of the School Improvement Plan.

Procedures for concern

At Ashbury Meadow Primary School, we do our best for all our children but if there are any concerns we encourage those concerned to approach the following people and a response will be made as soon as possible.

- Your child's class teacher
- The school SENDCO, Mr M. Fuller.
- The Head Teacher, Mrs L. Thomas.
- Our SEND governor, Rebecca Moules.

Parents/carers can contact SENDIASS Manchester for information, advice and support on 0161 209 8356 (Monday to Friday 8.30am-3.30pm). Their website is <https://www.iasmanchester.org/>.

This policy is written in line with our Equality policy, which is also available on the school website.

