



# **Manor Park C of E First School**

## **SEN and Disability Policy**

*Date Written – March 2022*

*Review Date – March 2023*

### **Key Roles**

*Headteacher: Mrs Melanie Pallister*

*SENDCo – Mrs Hannah Oram*

*SEND Governor – Mrs Emma Newman*



# Manor Park C of E First School

## SEN and Disability Policy

### Introduction

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

- Equality Act 2010: Advice for schools – (DfE May 2014)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)

It details the school's philosophy, intent, strategic planning and current practice regarding SEND. It is intended for the information and use of the governors, staff, parents and carers. The policy will inform the professional development of teaching staff and teaching assistants. Taken together with the SEND Register, data analysis, inclusion guide and other information, it will also give indication of strengths, successes and specialisms in SEND at Manor Park.

Manor Park values its membership of the Dorchester Area Schools Partnership (DASP) and is committed to working with partner schools to continue to improve the standard of education for all its pupils. We value the support received from outside agencies, including the Educational Psychology Service, Speech and Language, Health Professionals, Education and Welfare Officer, Special Educational Needs Support Service and Behaviour Support. We maintain links with our middle schools, other first schools within the pyramid and specialist schools, whose advice and expertise is greatly valued.

At Manor Park, Special Educational Needs is a whole school issue, each teacher taking responsibility for children in their class with Special Educational Needs.

The Headteacher has overall responsibility for Special Educational Needs and Disability. The progress of Special Educational Needs is coordinated by the SENDCo. The designated teacher responsible for coordinating SEND provision for children/young people is currently Mrs Hannah Oram.

The SENDCo works liaises and reports progress and attainment to the Governors on a termly basis. The Governor with oversight of the arrangements for SEN and disability is Mrs Emma Newman.



## Guiding Principles

Manor Park First School has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

The guiding principles of Special Education Needs at Manor Park, in line with the SEND code of practice, are as follows:

- Every child with SEND should have their needs met.
- Special Educational Needs will normally be met in mainstream school.
- The views of the child are sought and taken into account.
- Parents have a vital role to play in supporting their child's education.
- Children with SEND are offered full access to a broad, balanced and relevant education centred on the National Curriculum 2014.
- All teachers are responsible for children with special educational needs and teaching children with SEND is a whole school responsibility.

## Aims and Rationale

At Manor Park we are committed to providing an appropriate and high quality education to all children. We believe that all children including those identified as having Special Educational Needs have a common entitlement to a broad and balanced academic and social curriculum which is accessible to them and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school and aim to develop a school where all children can flourish and feel safe.

Manor Park First School is committed to inclusion. Part of the school's strategic planning is to develop cultures, policies and practice that include all learners. We aim to engender a sense of community and belonging and to offer new opportunities to learners who may have experienced previous difficulties.



We will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys
- Minority ethnic and faith groups
- Travelling families
- Families seeking refuge
- Learners with special educational needs
- Learners who are disabled
- Those who are gifted and talented
- Those who are looked after by the local authority
- Learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.

We are particularly aware of the needs of our Key Stage 1 pupils for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Manor Park we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential.



Manor Park sees the inclusion of children identified as having special educational needs as an equal opportunities issue and we will also aim to model inclusion in our relationships with parents/carers and the community.

The development and monitoring of the school's work on inclusion will be undertaken by the Senior Leadership Team.

## **OBJECTIVES**

- To identify and provide for children who have special educational needs and additional need
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a “whole child, whole school” approach in the management and provision of support for children with special educational needs or disability
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers.
- To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- To encourage parents to work in partnership with Manor Park and other agencies in supporting their child and to keep them fully informed of special arrangements being made and of their child's progress.

## **ROLES AND RESPONSIBILITIES**

### **The Governing Body**

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that Manor Park's arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.



The Governors at Manor Park will:

- Use their best endeavours to secure that if any pupil has Special Educational Needs, appropriate provision is made for that pupil.
- Secure that the teachers in the school are aware of the importance of identifying and providing for all pupils with SEND.
- Ensure that school provides facilities to assist access for children with disabilities.

## **Staff**

All teachers within the school monitor and assess pupils in their classes by:

- Continuing to recognise the needs of individual pupils
- Continuing to develop strategies to assess the achievements and needs of pupils by observation, discussion and recording.
- Recognising pupils experiencing difficulties and recording areas of concern.
- Relaying appropriate information on individual needs to the SEND coordinator.
- Ensuring pupils have appropriate targets set and provision put into place.
- Ensuring pupils already receiving additional support continue to receive the appropriate specified assistant

## **SEND Coordinator**

It is the role of the SEND coordinator to:

- Liaise with class teachers in the identification of children with SEND and ensuring children causing concern are monitored.
- Give advice on keeping records for SEND pupils.
- Maintain the school's SEND register.
- Ensure Child Centred Progress Reviews are carried out for children with Education, Health and Care Plans at least once a year (or twice a year for those in the Early Years).
- Where appropriate refer to relevant outside agencies and liaise with other professionals.
- Liaise with head, staff, TA's involved with supporting SEND.

- Liaise with parents of children with SEND.
- Contribute to the in-service training of staff
- Inform the LA of pupils needing specialist assessment
- Evaluate the progress of children on the SEND register
- Monitor the quality and effectiveness of provision for pupils with SEND together with the headteacher.
- Report to Governors on a termly basis.

### **Teaching Assistants**

It is the responsibility of all TA's giving support to SEND children to:

- Give in-class support to named children.
- Participate in the planning, record keeping and communicating relevant information to colleagues.
- Provide physical support where necessary eg. swimming, PE, outside visits.
- Provide playground support where necessary.
- Ensure that all work set by teaching staff is discussed with and understood by the child and to ensure that this is then carried out.
- Support any Risk Reduction / Predict and Prevent plans set up for a particular child.
- Participate in discussions with colleagues concerning the child.
- Provide supervision of practical work, particularly if safety factors are to be considered.

### **ADMISSION ARRANGEMENTS**

Manor Park uses the Local Authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this Manor Park makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are



required to support physical or medical needs, Manor Park liaises with the Local Authority health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority's website, a copy of which can be found on Manor Park's school website.

## **FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY**

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools (May 2014)' and the additional guidance on gender separation in mixed schools (June 2018). We comply with the requirement to support children with disability as defined by the Act.

## **SEND INFORMATION AND LOCAL OFFER**

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff.

Further information about the arrangements for identifying, assessing and making provision for children with SEND can be found on the Local Authority's website. This can be found at [www.dorsetforyou.com/local-offer](http://www.dorsetforyou.com/local-offer) using the search engine to find our school or other Dorset schools. The local offer website holds a directory of facilities and resources available from many services within Dorset.

## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and interaction.
- ii. Cognition and learning.

- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

School staff use a wide range of tools to assess the amount and level of SEND support required. These include:

- Baseline assessment results
- Progress measured against the objectives in the National Curriculum
- National Curriculum Age Related Expectations
- Progress measured against Pre Key Stage standards
- Use of the Engagement Model
- Use of ongoing assessment
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development – Including the use of Thrive Online to track children’s Social and Emotional Progress against Age Related Expectations.
- Assessments by specialist services eg Educational Psychologist

Learning needs are managed either by using additional support or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met by the school

Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a ‘graduated response’. The quality of teaching is regularly reviewed for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs a support plan will be actioned and the school will keep a careful record of this in order to monitor progress.



Where it is decided that a child does have SEND, the decision should be recorded in the school records and the child's parents / carers **must** be informed that special educational provision is being made.

The SENDCo will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

Other factors that may impact on progress may include:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Children
- Service children
- Behaviour where there is no underlying SEND
- Bereavement and family issues

## **MANAGING SEND CHILDREN IN OUR SCHOOL**

Where a child is identified as having SEN and or a disability, Manor Park adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 to 25 (*July 2014*) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

## **MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY**

At three points during the year we analyse the data we have on the percentage of our pupils with very low attainment.

The SENDCo will provide information to the Governing Body as to the numbers of pupils receiving Special Educational provision. The number of children transferring to or from each type of provision will be noted, in addition to reports about the progress of various groups.

The SENDCo will meet with the SEN Governor regularly to discuss current SEND concerns.

SEN Support Plans for children with additional needs will be reviewed in an ongoing process, with Long Term Outcomes set at the start of each academic year and SMART Steps to SUCCESS being reviewed on a monthly basis and new targets set as needed. A child should not be on the same SMART Target for more than 6 weeks without meeting it. If this is the case then a new, more appropriate SMART Target will be set.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice. Targets are set and reviewed regularly.

These targets aim towards increasing the number of children with additional needs who achieve Age Related Expectations at the end of KS1 or can be predicted to meet them at the end of KS2. This will become more aspirational from year to year. Success is evaluated annually. The policy itself will be reviewed annually by the SENDCo .

In addition to monitoring the academic development of children, the Social and Emotional Development of every child in the school is monitored using Thrive Online. Children identified as requiring additional support in these areas are then highlighted to the Pastoral Team and appropriate intervention put in place. The Thrive Online Assessment is completed at three points during the year by class teachers.

## **COMING OFF THE SEND RECORD**

A child will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan.

However a child's progress will continue to be monitored by using the school's tracking systems.

## **STORING AND MANAGING INFORMATION**

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security of information.

## **SUPPORTING CHILDREN WITH MEDICAL CONDITIONS**

Manor Park will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (DfE April 2014). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that Manor Park are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See the Manor Park's policy on "Supporting Children at School with Medical Conditions".)



## TRANSITION ARRANGEMENTS

Manor Park is committed to ensuring that Parents / Carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with Parents / Carers and agree the information that should be passed to the next phase of education. This will be individualised to meet each child's needs and a Transition Plan put in place.

## TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need of both staff and children as and when required. Training and CPD will be provided as necessary by either in house training or by accessing outside courses or agencies.

The SENDCo will provide information on specific needs for new staff.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals

## SEN INFORMATION

Manor Park presents its SEND information in three ways:

- i. By information placed on the school website which can be found at [www.manorpark.dorset.sch.uk](http://www.manorpark.dorset.sch.uk)
- ii. By following the link from the school website to the Local Authority's Local Offer website;
- iii. Through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

## ACCESSIBILITY

Manor Park publishes its Accessibility Plan on the school website; this information can be found at [www.manorpark.dorset.sch.uk](http://www.manorpark.dorset.sch.uk) . Further information about our school's accessibility can be found on the local authority's *Local Offer* website; this can be found [www.dorsetforyou.com](http://www.dorsetforyou.com)

## COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENDCO.

If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.

Any issues that remain unresolved at this stage will be managed according to the school's Complaints Procedure which is available from the school office or found on the school's website.

## REVIEWING THE SEND POLICY

This policy will be reviewed and updated annually in consultation with Parents/Carers, Governors and Staff.

## LINKS TO OTHER RELATED POLICIES

[Relationships Policy](#)

Supporting children at school with medical conditions

Accessibility Plan

Equality / equality information and objectives

Safeguarding

Anti bullying

Data protection