

# Mayflower Primary School



SET SAIL FOR SUCCESS

## Special Educational Needs/Disability (SEND) Policy

**Adopted: June 2017**

**Review Date: June 2020**

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### **Set Sail for Success!**

At Mayflower Primary School, we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

We celebrate our achievements, irrespective of individual differences within the protected categories of The Equality Act of 2010.

## **1. Aims and objectives**

### **Aims**

At Mayflower, we aim to provide every child with access to a broad and balanced education. We aim to raise the aspirations and expectations for all our pupils with SEND and our school provision is focused on outcomes for children and not just hours of provision/support.

### **Objectives**

- To work within the SEND Code of Practice, 2014.
- To identify the needs of pupils with SEND as early as possible.
- To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the curriculum. This will be co-ordinated by the inclusion co-ordinator (INCO) and overseen by the headteacher.
- To work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.
- To work with and in support of outside agencies when the pupils' needs cannot be met by school alone.
- To provide support and advice for all staff working with pupils with special educational needs and/or disabilities.
- To create a school environment where pupils can contribute to their own learning. Pupil participation is encouraged through using a person centered approach at annual reviews where pupils voice their own opinions about their needs. We also encourage pupil participation through school by providing wider opportunities such as school council.

## **2. Responsibility for the co-ordination of SEND**

- The person responsible for overseeing the provision for children with SEND is the Headteacher, Dee Bleach.
- The person co-ordinating the day to day provision of education for pupils with SEND is Heba Al-Jayoosi, Inclusion Co-ordinator.

## **3. Policy Development**

This SEND policy, like the policies for Disability Equality, Behaviour and Race Equality, are all part of the school's Inclusion policy. It is also the Inclusion policy that provides a framework for all of the other policies within school that impact on teaching and learning. Copies of the

Inclusion policy can be requested from school and can also be accessed on the school's website: <http://www.mayflower.towerhamlets.sch.uk>  
It is also attached as an appendix to this policy.

This policy has been developed by Heba Al-Jayoosi, the school's Inclusion co-ordinator (INCO), in June 2017 using the SEND Code of Practice issued in September 2014. The INCO will seek to consult the views and opinions of pupils, staff, parents/carers, governors and other various individuals and organisations and the policy will then be amended when necessary under the guidance of the Senior Leadership Team. Copies of the SEND policy can be requested from school and accessed on the school's website: <http://www.mayflower.towerhamlets.sch.uk>

Following the distribution of the SEND policy, it will be the INCO's responsibility to implement the policy. Further details of how this will happen can be found in the school's SEND report which can be accessed on the school website: <http://www.mayflower.towerhamlets.sch.uk>  
The school's SEND report is also attached as an appendix to this policy.

#### **4. Identifying SEND**

##### **Definition of Special Educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:*

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

*A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.*

*Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.*

The SEND Code of Practice, 2014 (p86 onwards) describes the four broad categories of SEND. These four broad areas give an overview of the range of needs that should be planned for:

- Communication & Interaction

- Cognition & Learning
- Social, Emotional and Mental
- Sensory and Physical

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Mayflower School, we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child.

## **5. A Graduated Approach to SEND Support**

Quality first teaching is the primary means of addressing the needs of all learners at Mayflower Primary School. Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.

*1.24 High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges **must** use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.*

*(SEND Code of Practice, 2014)*

### **A graduated approach: Quality First Teaching**

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The INCO will be consulted as needed for support and advice and may wish to observe the pupil in class. Teachers have SEND highlighting meetings with the INCO three times a year to formally

discuss their concerns about children already on the register, those who may need additional support, and those who may come off the register. However, these consultations are not restricted to just these three times and the INCO can be consulted at anytime there is a concern.

e) Through close monitoring, it can be determined which level of provision the child will need going forward.

f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.

g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They may be informed by their child's class teacher or by the INCO. They are encouraged to share information and knowledge with the school.

h) Monitoring a child due to concern by parent or teacher does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents evenings.

i) Parent's evenings are used to monitor and assess the progress being made by children.

### **SEND Support**

We recognise that some children may have Special Educational Needs (SEND) that require specific and additional intervention at some point during their education at Mayflower. In making a decision on whether to place a pupil on the school SEND register, we use the **ASSESS-PLAN-DO-REVIEW cycle** as directed by the SEND Code of Practice, 2014. Below, the process by which Mayflower School implements this cycle is described:

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and

outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, INCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the INCO.

### **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil

and where necessary their parents. The class teacher, in conjunction with the INCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will take place at a meeting between the INCO, parents and any relevant professionals involved.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- INCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

### **Education, Health and Care Plans [EHC Plan]**

a. Following Statutory Assessment, an EHC Plan will be provided by The Tower Hamlets Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **6. Managing Pupils Needs on the SEND Register**

Details of how we manage the needs of pupils on the SEND register, at Mayflower can be found in our school SEND report which can be accessed on the school website:

<http://www.mayflower.towerhamlets.sch.uk>

The school's SEND report is also attached as an appendix to this policy.

## **7. Supporting pupils and families and dealing with complaints**

Details of how we support pupils with SEND and families and deal with complaints at Mayflower can be found in our school SEND report which can be accessed on the school website:

<http://www.mayflower.towerhamlets.sch.uk>

The school's SEND report is also attached as an appendix to this policy.

## **8. Supporting Pupils at School with Medical Condition**

Mayflower School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. 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.

Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

In supporting pupils with a medical condition, the school refers to the statutory guidelines set out in the document:

*Supporting pupils at school with medical conditions  
Statutory guidance for governing bodies of maintained schools and proprietors of academies in England  
September 2014*

The document can be accessed online through the following link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/349435/Statutory guidance on supporting pupils at school with medical conditions.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/349435/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf)

## **9. Monitoring and Evaluating the Success of Provision**

Details of how we monitor and evaluate the success of provision at Mayflower can be found in our school SEND report which can be accessed on the school website:

<http://www.mayflower.towerhamlets.sch.uk>

The school's SEND report is also attached as an appendix to this policy.

## **10. Training and Resources**

Details of training and resources in relation to SEND at Mayflower can be found in our school SEND report which can be accessed on the school website: <http://www.mayflower.towerhamlets.sch.uk>

The school's SEND report is also attached as an appendix to this policy.

## **11. Accessibility**

The Disability Discrimination Act (1995), as amended by the SEND and Disability Act 2001 placed a duty on all schools and local authorities to increase over time the accessibility of schools for disabled pupils and to implement their plans.

At Mayflower School, we have produced an accessibility plan which explains the steps we are taking to remove barriers to learning for pupils with physical disabilities.

Copies of the plan can be obtained from our inclusion co-ordinator.

## **12. Appendices**

- Inclusion Policy
- School SEND report

Reviewed by Governors Summer 2017

Signed by Governor \_\_\_\_\_

Date \_\_\_\_\_

SEND Policy June 2017

