



Micklands Primary School

SEND Policy

2023-2024

Introduction:

Rationale:

Micklands Governing body expects the staff to adhere to this policy to ensure a consistent approach to raising standards. The Governing Body expects the **SEND policy** to have the following impact:

- Pupils will have the knowledge, understanding and skills that will enable them to fulfil their intellectual and personal potential, making informed choices, hence preparing them for their future.
- It reflects the ethos of the school which enables children to become confident, resourceful, independent learners

Policy Status: STATUTORY

School name: Micklands Primary School

SEND Governor: Mrs Nicole Wisdom

SENDCO: Mrs Karen Talbot

Reference to statutory legislation:

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

Policy aims and beliefs:

The aims of our SEND policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of satisfaction and partnership
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes. To ensure a high level of staff expertise to meet pupil need, through well targeted, continuing professional development.
- To use our best endeavors to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum to better respond to the four areas of need:

1. *Communication and interaction*

2. *Cognition and learning*
 3. *Social, mental and emotional health*
 4. *Sensory & physical*
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What are special educational needs?

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO.

The SENDCO is Mrs. Karen Talbot senco@micklands.reading.sch.uk

Mrs. Talbot will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor is Mrs. Nicole Wisdom who will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy.

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties, selective mutism
- Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety and depression.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, mobility needs.

5.2 Identifying pupils with SEND and assessing their needs through the graduated response.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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 may include progress in areas other than attainment, for example, social needs and mental health.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Foundation Stage Profile scores and other whole-school pupil progress data
- Classroom - based assessment and monitoring arrangements. (Cycle of assess plan, do and review.)
- following up parental concerns
- tracking individual children's progress over time,
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- maintaining an Individual Education Plan (IEP) which clearly identifies pupils receiving additional SEND Support from the school's devolved budget. This provision map is updated termly through meetings between the teachers and SENCO. Undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs.
- Involving an external agency where it is suspected that a special educational need is significant.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

We take into account the parents' concerns

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

The teacher's assessment and experience of the pupil

Their previous progress and attainment and behaviour

Other teachers' assessments, where relevant

The individual's development in comparison to their peers and national data

The views and experience of parents

The pupil's own views

Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

A number of strategies are in place to enable effective pupil's transition. These include:

On entry: -

- Parent/carers and pupils are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.
- The Headteacher meets with all new parents of pupils to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

Transition to the next school

The annual review process that is instigated in the year before transition begins the process where parents are supported to make decisions regarding the next placement for children with Education and Health Care Plans

- The school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, staff from both schools will meet to discuss the needs of transferring pupil in order to ensure a smooth transition.

The records of pupils who leave the school mid phase will be transferred within ten working days of the parents notifying their child has been enrolled at another school.

5.6 Our approach to teaching pupils with SEND

High quality first teaching is our first step in responding to pupils who have SEND. This will be differentiated or scaffolded for individual pupils.

Micklands School believes that all children, whatever their ability, should receive high-quality teaching and learning throughout the curriculum, so they can achieve their maximum potential. The methods used in teaching should be those considered by the teacher to be most appropriate for achieving the learning outcomes for the lesson, with the aim to deliver outstanding quality first teaching. The participation of children however, is essential if the teaching and learning process is to be successful and this requires the use of a range of teaching methods, different teaching styles, differentiation, and a variety of resources and strategies that will focus on learning as well as on teaching.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Movement breaks

5.8 Additional support for learning

We have 23 teaching assistants, a number of who are trained to deliver interventions such as Better Reading Partnership, Every Child a Counter, Precision Teaching and Lego Therapy

Teaching assistants will support pupils on a 1:1 basis when a child requires additional support with learning.

Teaching assistants will support pupils in small groups in or out of the classroom with specific learning needs.

We work with a number of external agencies to provide support with SEND (see 5.14)

5.9 Expertise and training of staff

As training needs arise the SENDCO will organize and ensure that staff receive any training required to deliver additional support for learning.

Our SENDCO has 8 years' experience in this role and has worked as a class teacher 22 years ...

We have a team of 18 teaching assistants, 5 of whom are 1:1 with children

Teaching assistants have been trained in Precision Teaching.

All teachers have had training in regards to their responsibilities towards children with SEND.

SENDCo completed National SENCo Accreditation in July 2015.

All Teaching Assistants have training in supporting children with ASD

Two fully trained ELSA's who have also received Emotional First Aid Training (Our ELSA's regularly attends network meeting and share good practice with colleagues)

4 Teaching Assistant's trained in Better Reading

Partnerships

4 teaching Assistants trained in Precision Teaching

We work closely with our Educational Psychologist and Speech and Language Therapist.

We have completed the **School Links Project** which is aimed at having a better understanding of children's mental health needs and how best to support them.

5.10 Securing equipment and facilities

When we assess a child through the graduated approach, we will make reasonable adjustments to provide equipment or resources needed. We are a 'well equipped' school for all our pupils, but should we need to acquire additional resources this can be sought in a number of ways. For example, general resources for pupils with SEND will be considered in line with the notional SEND Budget which could be used to purchase or hire specialist equipment, as appropriate. Should specific equipment be required, e.g. equipment to support children with a hearing impairment, we may be able to negotiate with Sensory Consortium-. Each case is considered separately and specifically for each child.

5.11 Evaluating the effectiveness of SEND provision

All pupils will be provided with high quality teaching that is differentiated and scaffolded to meet their learning needs. Pupils will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum. The monitoring and evaluation of the effectiveness of our provision for pupils with SEND is carried out in the following ways:

- Holding annual reviews for pupils with statements of SEND or EHC plans
- classroom observation by the SENDCO and Senior Leaders.
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis.
- scrutiny of planning.
- teacher interviews with the Senior Leaders
- informal feedback from all staff.
- pupil interviews when setting new learning targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- regular meetings about pupils' progress between the SENDCO and the class teacher.
- head teacher's report to parents and governors

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Rhos-Y-Gwaliau and Ufton Court.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Children with physical disabilities are supported by carefully planned adjustments to buildings, toilets and communal play areas. We work closely with occupational therapists, physiotherapists and the local authority to ensure that disabled pupils are not treated less favourably than other pupils.

We have disabled toilets, ramps, specialist seating and wheel chair access. Our Accessibility Plan that describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

Pupils with SEND are encouraged to be part of the school council

The school offers a wide variety of pastoral support for pupils. These include:

- An effective Personal, Social, Health and Economic (PHSE) curriculum that provides pupils with the knowledge, understanding and skills they need to develop skills to enhance their emotional and social knowledge and well-being.
- Delivery of small group or 1:1 evidence led interventions to support pupil's wellbeing, interaction skills, improvement of resilience and emotional wellbeing. We have two fully trained ELSA's who deliver these interventions.
- The school has gained Healthy School status which targets provision that supports pupils' wellbeing and mental health.
- The school is committed to Anti-bullying. We have a zero tolerance towards bullying and put in place provision in regard to ensuring pupils safety.

5.14 Working with other agencies

Progress towards children's' outcomes will be tracked and reviewed regularly, at least termly with the parents and the pupil. If progress rates are still judged to be inadequate despite the delivery of high-quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

- Hearing Impairment team
- Visual Impairment team
- Behaviour Support Service- Cranbury College

- Educational Psychologist Service
- Educational Welfare Officers
- School Nurse
- CAMHS (Child & Adolescent Mental Health Service)
- Speech and Language Therapists
- Children's Action Team
- Anxiety and Depression Clinic
- Parenting Special Children

All of these professionals provide advice to support the success and progress of individual pupils

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

In the case of a complaint, procedures to be followed are:

1. Informal discussion with the Head teacher (where it is hoped that the complaint will be resolved).
2. If attempts fail to settle the complaint informally, the complaint should be put in writing to the Head teacher.
3. If you are then unhappy with this resolution you can then write to the Clerk of the Governors ClerktoGovernors@Micklands.reading.sch.uk for presentation to the Governors. The written notification should make it quite clear exactly what the complaint is about.
4. If the person making the complaint is not satisfied with the outcome, they are able to make a formal complaint to the Local Authority.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

http://www.micklands.reading.sch.uk/docs/policies/Complaints_Policy_Dec_2014.pdf

5.16 Contact details of support services for parents of pupils with SEND

SENDIASS supports parents with children who have SEND. This service was formerly called the Parent Partnership Service. It offers free confidential and impartial advice and support to Reading parents and carers who have children (up to the age of 25) with special educational needs or disability. The service also offers all parents and carers (whether the child has special educational needs/disability or not) advice and support with secondary transfer. This service operates term time only.

For advice about secondary transfer call 0118 937 3421

Who to contact:

Contact Name

Lesley Chamberlain

Telephone

0118 937 3421

E-mail

iass@reading.gov.uk

Website

[Reading IASS](#)

5.18 The local authority local offer

Our contribution to the local offer is:

<https://app.weduc.co.uk/get/external/f/id/7ebc6cee4ede166e5b96a02ee649011b38ed0d1689557e85ab0f9a69a66d497b.pdf>

Our local authority's local offer is published here:

<http://servicesguide.reading.gov.uk/kb5/reading/directory/family.page?familychannel=3>

6. Monitoring arrangements

This policy and information report will be reviewed by Karen Talbot and Nicole Wisdom **every year**. It will also be updated if any changes to the information are made during the year. The next date for reviewing this policy is September 2024.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

Accessibility plan

Behaviour

Equality information and objectives

Supporting pupils with medical conditions

Teaching and Learning

Complaints