

SEND Policy and Information Report



Myton Park
Primary School

Status	Date
Date issued	September 2022
Prepared by	V Boddy and J Williams
Review date	July 2023
Date adopted by Governing Body	Autumn 2022

Together, we Nurture, Inspire and Achieve

Introduction

Myton Park Primary School has a named SENDCO (Mrs Boddy) and a named Governor responsible for SEND (Simon Frank). They ensure that Myton Park's Special Educational Needs Policy works within the guidelines and inclusion policies of the Code of Practice (2015) the Local Authority and other policies current in school.

At Myton Park we will:

- Welcome everyone;
- Establish strong links between home, parents and community;
- Recognise the importance of children's spiritual, moral, social development as we nurture pupils to become confident, resilient and independent young people.
- Believe in inclusion for all, that all children have an equal right to a broad and rounded education which will enable them to achieve their full potential.

1. Aims

Our SEND Policy and Information Report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Myton Park Primary School, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

2. Legislation and Guidance

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 co-ordinators (SENDCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability that 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 the 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
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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

The SENDCO

The SENDCO is Mrs Vikki Boddy (contact through the school office on 01642 754658 or email on Boddy@mytonpark.org.uk).

The SENDCO 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, within our mainstream provision.
- 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 (LA) and its support services;
- Liaise with potential next providers of education 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.

The SEN Governor

The SEN governor will:

- Help to raise awareness of SEND issues at governing board meetings;
- Monitor the quality and effectiveness of SEN 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.

The Headteacher

The headteacher will:

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

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;
- Update SEND Support Plans, identifying appropriate targets, following the 'Asses, Plan, Do, Review' process;

- Ensuring they follow this SEND policy.

5. SEND Information Report

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

- Cognition and learning;
- Communication and interaction, for example, Autistic Spectrum Disorder, Asperger's Syndrome, speech and language difficulties;
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

Identifying pupils with SEND and assessing their needs

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 and emotional needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

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 and given to their parents. We will formally notify parents if it is decided that a pupil will receive SEND support.

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

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 SENCO 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 or behavior;
- 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 information will be collated into an individual SEND support plan which will be reviewed regularly. 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.

Individual SEND Support Plans

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. Strategies employed to enable the child to access school and the curriculum and make progress will be recorded within an Individual SEND Support Plan which will include information about:

- The short term targets set for the child, related to their identified area of need;
- The teaching strategies to be used;
- Specific needs that the child may have that may require staff intervention and appropriate actions to be taken including information on medication;
- The provision to be put in place and any staff training which may be required;
- Names and addresses of emergency contacts and of appropriate health care professionals;
- The Support Plan is a working document and should be dated with review dates recorded;
- The Support Plan is created in unison with both children and their parents. The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

School Request for an Education Health and Care Plans

A request will be made by the school to the Local Authority (LA) if the child continues to demonstrate a significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place. The evidence will include:

- Previous pen portraits and targets for the pupil;
- Records of regular reviews and their outcomes;
- Records of the child's health and medical history where appropriate;
- National Curriculum attainment levels in English and Maths;
- Education and other assessments, for example from an educational psychologist or speech and language therapist;
- Views of the parents.

The parents of any child who is referred for an Education Health Care Plan will be kept fully informed of the progress of the referral. Children with an Education Health Care Plan will be reviewed each term in addition to the statutory annual assessment. When this coincides with transfer to secondary school, the SENDCO from the secondary school will be informed of the outcome of the review.

Enhanced Mainstream Provision Classes (EMS)

At Myton Park we have a 10 place class for Cognition and Learning. Places in the EMS class are allocated through the LA's SEND panel. Our EMS provision is led by Mrs Roberts, who assumes responsibility for the children placed here. Having a place in school, does not mean a place in the EMS.

Entry criteria (through the Local Authority):

- Cognition and Learning is their primary need;
- Has a substantial level of learning difficulty. Developmentally they are performing at or below the 2nd centile;
- Their audit band for Cognition and Learning is 4 or 5 from the Stockton Borough Council (SBC) provision guidance.

Once a child is allocated a place in the EMS, a period of transition will begin, where the teacher will visit the child in their own setting. The child will then visit our school and meetings with parents and school staff (teacher, Mrs Roberts etc) will be set up.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the secondary school or other setting the pupil is moving to and liaise closely to support the transition where necessary.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Same day intervention
- Next day intervention
- Precision Teaching
- Toe by Toe
- Phonics, linked to Read Write Inc
- Speech and Language
- Numberbots
- Reading interventions e.g. Project X
- Dyslexia Gold
- Lexia
- Future Steps
- OT

Adaptations to the curriculum and learning environment

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

- Adapting our resources and staffing;
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.;
- 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.;
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

We have teaching assistants who are trained to deliver specific interventions. Teaching assistants will support pupils on a 1:1 basis where it is deemed necessary for the child to need 1:1 assistance. Teaching assistants will support pupils in small groups when the class teacher identifies a need for a particular group of pupils.

The use of outside agencies

We involve external professionals including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families.

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations.

The external specialist may act in an advisory capacity, or provide additional specialist assessment. The child's personalised targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting.

We work with the following agencies to provide support for pupils with SEND:

- Speech and Language;
- Future Steps (Occupational Therapy);
- NHS – Occupational / Physio Therapy;
- Educational Psychology;
- CAMHS;
- Daisy Chain.
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Expertise and training of staff

In addition to our SENDCO, we also have a teacher with designated responsibility and specialist knowledge to lead our EMS class for cognition and learning.

We have a team of 11 teaching assistants, including 2 specialising in cognition and learning within the EMS class and one higher level teaching assistant (HLTAs) who are trained to deliver SEND provision.

Staff have been trained in:

- Autism;
- Dyslexia;
- Thrive – application within the classroom, not as assessors;
- Developmental Coordination Disorder;

- Attachment Needs;
- Sensory Processing.

We also use specialist occupational therapists and this is sourced through Future Steps as part of our EMS provision.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' SEND support plans and their individual progress towards their targets each term;
- Reviewing the impact of interventions half termly / termly;
- Using pupil and parent questionnaires;
- Monitoring by the SENCO;
- Holding annual reviews for pupils with EHC plans. Where necessary interim reviews may also be held.

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

- Myton Park recognises that pupils at school with SEND should be properly supported and 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.
- 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 trips to Robinwood and Bushcraft.
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEND or disability.

How we support pupils with disabilities.

In keeping with the Disability Discrimination Act 1995 (DDA), Myton Park defines a disabled person as someone who has a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities.

We aim to:

- Make reasonable adjustments to ensure that disabled persons are not at a disadvantage.
- Ensure that there are plans in place to enable full access to the site and to the curriculum for all pupils.

The arrangements for the admission of pupils with disabilities are the same as those applied to pupils without disabilities. The admission arrangements can be found in the school prospectus.

In practice we ensure that classroom and extra curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs *and disabilities*. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

School Accessibility Plan

The school has an Accessibility Plan which outlines the governing body proposals regarding how it intends to increase access to education for disabled pupils. A copy of the plan is available from the school office or it can be found on school's website.

Support for improving emotional and social development

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

- Pupils have access to Alliance Counselling, through liaising with parents and a school referral;
- Pupils with SEND are encouraged to be part of the school Steering Group and Eco Group;
- We have a zero tolerance approach to bullying.

Complaints about SEND provision

Any complaints with regards to SEND provision should be referred to the Headteacher and Governing Body following the complaints procedure established by the school. Information about Parent Partner Services and Independent Parent Supporters is available from the LA and on the schools' website.

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

Contact details of support services for parents of pupils with SEND

The Special Educational Needs and Disability Information, Advice and Support Service (SEND IASS) provides impartial, confidential and free information, advice and support for parents/carers, children and young people around issues relating to Special Educational Needs and Disabilities **Contact the IASS on 01642 527158 or email sendiass@stockton.gov.uk**

The local authority local offer can be found at <http://stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page> and the link can be found on the SEND page on the school's website.

6. Monitoring Arrangements

This policy and information report will be reviewed by Vikki Boddy (SENDSCO) on an annual basis. It will also be updated if any changes to the information are made during the year. It will be approved by the Governing Body.

7. Links to other policies and documents

Please read this policy in conjunction with:

- Accessibility Plan;
- Inclusion Policy;
- Behaviour Policy;
- Equality information and objectives;
- Supporting pupils with medical conditions.



- Article 3: The best interests of the child must be a top priority in all things that affect children.
- Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.
- Article 23: A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.
- Article 28: Every child has the right to an education.
- Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
- Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

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