

Marfleet Primary Academy
Special Educational Needs Policy
Written March 2020
Reviewed November 2022

Introduction

This document is a statement of the aims, principles and strategies for the teaching of children with Special Education Needs at Marfleet Primary Academy. It gives information on the school's provision for children identified with Special Educational Needs and Disabilities and has been developed in response to the publication of the Code of Practice 2014. This policy should be read alongside the school's offer for SEN and Hull's Local Offer for SEN.

Curriculum Intent

To ensure all learners receive the knowledge and cultural capital they need to succeed in life. Our curriculum extends beyond the academic, technical or vocational. It provides for our wonderful children broader development, enabling them to develop and discover their interests and talents. We want our children to leave us well rounded, respectable and ready for the world!

People Responsible for SEN

Mr Christopher Frankish – Head of School
Miss Vicki Seaver – Special Educational Needs Coordinator (SENCo)
Mrs Victoria Shaw – Executive Head
Mrs Vivienne Wilkes - SEN Staff Governor
Mrs Kelly Thomas – Wellbeing and Pastoral Lead
Mrs Lorraine Harrington – TA with responsibility for Speech and Language
Miss Donna Cawkwell – TA and ELSA with responsibility for Pastoral support (SEMH)
Miss Morgan - TA and Key worker for SEND children. Member of the Nest teaching team
Mrs Lisa Pinder - TA and ELSA with responsibility for Pastoral support (SEMH)
Mrs Claire White - TA with responsibility for Petals in EYFS

The Role of the Special Needs Co-ordinator

- Overseeing the day-to-day operation of the school's SEN policy
- Coordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- Liaising with parents of children with SEN
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned
- Working with the Head of School and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

- Ensuring that the school keeps the records of all pupils with SEN up to date
- Ensuring children with SEN are making progress through the use of pupil tracking and data analysis
- Liaising with co-ordinators of other curriculum areas to ensure that children with SEN have full access to their curriculum area.
- Attending CPD relevant to the development of the role and feedback relevant information when necessary.
- Making staff aware of the training relevant to their own role in the development of SEN.

SEND Code of Practice (2014)

The Governing Body must:

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensure that, where the 'responsible person' – the Head of School or the appropriate governor – has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying, and providing for those pupils who have special educational needs.
- Consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can, to meet children and young people's SEN needs.
- Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- Designate a teacher to be responsible for coordinating SEN provision – the SEN coordinator, or SENCo.
- Inform parents when they are making special educational provision for a child.
- Publish an SEN information report containing information on the education of disabled children.

Definition of Special Educational Needs

"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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

a) have a significantly greater difficulty in learning than the majority of others of the same age;

or

b) have a disability which prevents or hinders them from making use of 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 are likely to fall within the above definition.”

SEND Code of Practice 2014

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

Special educational provision means:

1. For a child aged two or more or a young person, means educational or training provision that is additional to, or different from, that made generally for others of the same age in: i. mainstream schools in England ii. maintained nursery schools in England
2. For children under two, educational provision of any kind.

See Section 21, Children and Family Act 2014

Definition of Disability

“A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities.”

Equality Act of 2010

Further guidance relating to Disability and how this should be catered for can be found in the Single Equalities Scheme.

Principles and Objectives

At Marfleet Primary Academy we believe that all pupils should have full access to a broad and balanced curriculum. In the case of pupils with Special Educational Needs this is no different. However, when planning for these children, small step targets from personalised learning programs or an Education, Health and Care plan may have to be considered in order to provide the necessary resources to enable access to the wider curriculum.

In order to do this we must:

- Monitor/observe and assess children to ensure early identification of any learning, communication, sensory, physical or emotional and mental health need;
- Ensure that all children are fully included within the main-stream classroom and wider school community;
- Liaise closely with parents, outside agencies and governors;
- Ensure that all children have access to a full curriculum through the processes of assessing, planning, supporting and matching of work;
- Ensure that we work in partnership with parents/carers and children to ensure that they continue to be involved in any course of action taken by the school. This will ensure they remain fully informed and that they understand the purpose of any programme of work devised for a child;
- Monitor and evaluate the Special Educational needs provision.

Children with SEND

All teaching and non-teaching staff have access to a copy of the school's SEN Register, Monitoring list and SEN Pupil Passports. The Code of Practice (2014) recommends that schools should deal with children's needs using a 'Graduated approach', matching the level

of help to the needs of the child. There are currently two categories of need defined within the code – those children with SEN catered for by the school’s provision (called SEN support) and those children for whom it is necessary to create an Education, Health and Care Plan. A child has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to children of the same age. At Marfleet Primary Academy, it is the responsibility of the class teacher, after liaising with the SEN coordinator, to identify when a child has a special educational need which requires different or additional provision to be made for a child. Class teachers are responsible for ensuring that the individual needs of the children are met. When the class teacher has a concern about a child and feels they should be placed on the school’s SEN register, they should follow the school’s chosen SEND identification pathway - the York Banding documents. At this point the child’s primary need should be identified as either Social Emotional Mental Health (SEMH), Communication and Interaction, Cognition and Learning and Sensory and/or Physical.

SEN Area of Need

Social Emotional Mental and Health (SEMH)	Communication and Interaction	Cognition and Learning	Sensory and/or Physical
<p>Information about our extensive SEMH support can be found here:</p> <p>https://marfleet.ebor.academy/wellbeing-provision/</p>	<ul style="list-style-type: none"> ● Blossoms provision ● Speech and Language screener (Speech Link) for all children within the Foundation Stage and Key Stage 1. ● Individualised Speech and Language programme where appropriate. ● Access to a specialist Level 2 TA. ● Comprehensive CPD for specialist TA and all staff. ● Regular 1:1 or small group interventions as directed by a Speech and 	<ul style="list-style-type: none"> ● Quality first teaching ● Adaptations to the classroom environment including access to specific learning aids. ● Lexia Screener programme (dyslexia) ● Reading fluency screener ● Access to small group targeted phonics and maths support 	<ul style="list-style-type: none"> ● Adaptations to the learning environment ● Additional resources, e.g. IT ● Access to online specialist resources. ● Fine and gross motor interventions. ● Access to specialist services such as: Occupational Therapy (OT) or Integrated Physical & Sensory Service (IPASS).

	<p>Language Therapist.</p> <ul style="list-style-type: none"> ● Friendship groups ● Makaton ● Lego therapy intervention ● Access to specialist services such as Northcott Outreach Services. ● Visual timetables in all classrooms 		
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Threshold of Need – Plan – Do – Review

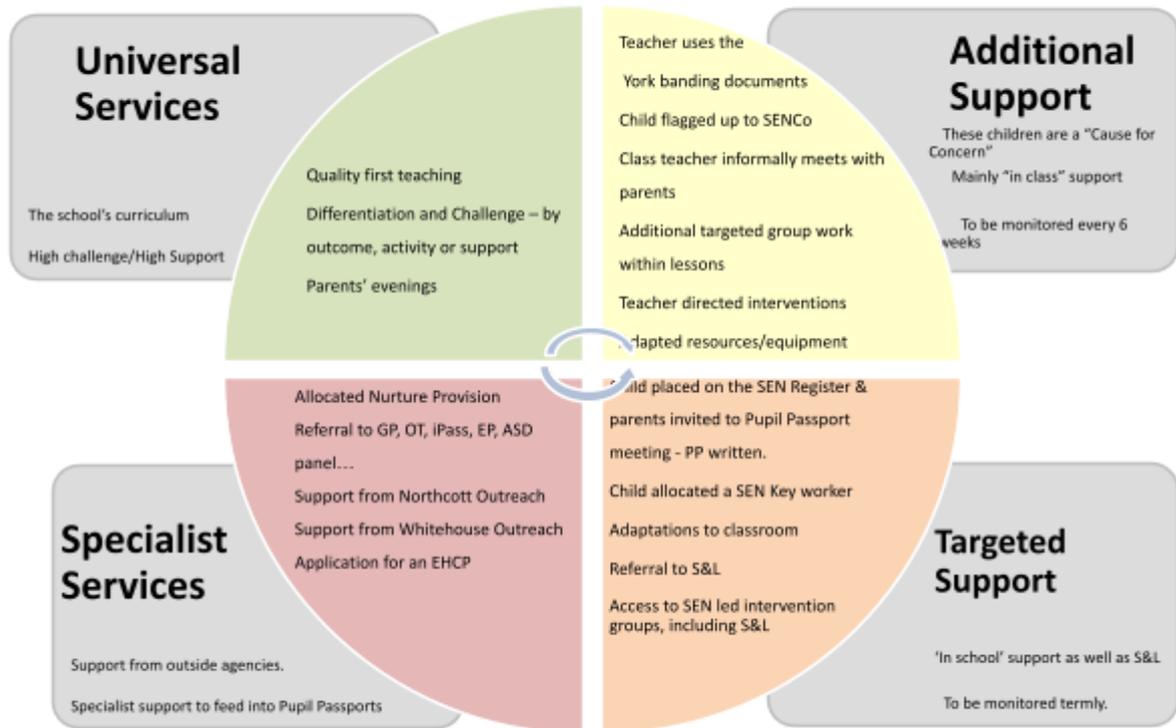
The Code of Practice (2014) recommends that schools should deal with children’s needs using a ‘Graduated approach’, matching the level of help to the needs of the child. There are currently two categories of need defined within the code – those children with SEN catered for by the school’s provision (now called SEN support) and those children for whom it is necessary to create an Education, Health and Care Plan.

A child has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

At Marfleet Primary Academy, it is the responsibility of the class teacher, after liaising with the SENCo to identify when a child has a special educational need which requires different or additional provision to be made for a child.

Class teachers are responsible for ensuring that the individual needs of the children are met. When the class teacher has a concern about a child and feels they should be placed on the school’s SEN register, they should follow the school’s chosen SEND identification pathway - the York Banding documents and the SEN Threshold of need.

SEN Threshold of Need “Plan - Do - Review”



Universal Offer

All teachers work towards the achievement of every child through excellent quality first teaching. We call this our **Universal** offer.

Additional Support

Some children require additional support over and above quality first teaching. In this instance children are placed on the school's SEN Cause for Concern register and are monitored closely by the class teacher and SENCo. Teachers may informally meet with the child's parents and adaptations may be made to the child's provision including additional resources or specific short term intervention. We call this our **Additional Support** offer.

Targeted Support

Following a period of monitoring more specific and specialised support may be required. At this stage the child will be placed on the school's SEN register. We call this our **Targeted Support**.

SEN Pupil Passport

This is done in consultation with the child's parents, class teacher and SENCo. This is when the child's needs and support are formalised into a SEN Pupil Passport. Pupil Passports are reviewed termly with the input of class teacher, SENCo and parents. Actions and targets on

the SEN Pupil Passports are closely monitored by the class teacher, SENCo and School Leadership Team (SLT) to ensure the targets are having the desired outcome.

Referrals

One of the outcomes from the SEN Pupil Passport meeting may be a referral to a specialist outside agency. These agencies include:

- Educational Psychology
- Speech and Language
- IPASS
- Northcott Outreach
- Whitehouse Outreach
- Tweendykes Outreach
- Occupational Therapy
- CAMHS
- Early Help
- Head Start

Interventions we offer

We offer a range of targeted interventions which have been created with the support of outside agencies. These include:

- Makaton
- Lego Therapy
- Phonics intervention
- Occupational therapy programmes
- Fine and Gross motor skill programmes
- Friendship groups
- Speech and Language
- Emotional Literacy Support (ELSA)
- Alternative free time provision

Speech and Language

Speech and Language is an integral part of our SEN offer. We aim to identify Speech and Language needs early, ideally within our Foundation Stage. Here staff have received additional training to identify needs and know when to pass concerns to the SENCo. In addition all children within the Foundation Stage and Key Stage 1 are screened through our Speech Link programme. This allows us to offer individualised and group support which is tracked on a 10 week cycle. Some children will require specialised support from a Speech and Language Therapist. In this instance we refer these children with the permission of the parent to the NHS Speech and Language Service.

Specialist Services

Children with official outside agency/service involvement or with an Education Health Care Plan (EHCP) access the school's specialist support services. Children receiving specialist service support may have access to such things as: personalised bespoke timetables, specialist onsite alternative provision (The Nest) and increased adult support in classrooms. These children may have input from the school's Educational Psychologist. The advice received from an Educational Psychologist will be fed into a child's SEN Pupil Passport.

Nest provision

The school's Nest provision is currently a 6 place 'Nurture' provision for children working outside of year group expectations. This provision is currently overseen by Mrs Seaver (SENCo) with teaching delivered by Miss Wilson (Trainee teacher), Miss Cawkwell and Miss Morgan. Children who access the Nest do so on a part time basis, spending some of their time in the mainstream classroom and some of their time in the Nest. As a result their mainstream class teacher remains responsible for the learning and progress.

Children within the Nest may find it extremely difficult to access any learning in a mainstream classroom and therefore will not make the academic progress that they potentially can. Furthermore, children who have complex Special Educational Needs, and therefore need more bespoke provision in order to meet their full potential, may find this difficult to access in a mainstream classroom setting.

These children will be assessed using the following means, in order to determine whether the

Nest provision is more of an appropriate setting to meet the children's needs:

- Academic assessments to determine whether the children are WB, WTS, ARE or working at a GD
- External Agency observations and assessments
- Holistic assessments e.g. Boxall Profile
- Pupil Voice questionnaires
- Teacher observations and discussions
- SENCo Observations

Following these assessments, it may be determined that the Nest provision would be appropriate to support the child, if:

- The child is significantly below ARE.
- The child has significant speech, language and communication difficulties, requiring consistent targeted interventions;
- The child has an identified need, e.g. ASD, and requires the structure, routine and resources which the Nurture Room can offer.

Nest exit requirement

At Marfleet Primary Academy, we aim to provide an inclusive, engaging and challenging education for all children. This inclusivity is particularly prevalent within our Nest setting, as the aim of the setting is to equip the children with the academic success, resilience, communication skills and confidence to access their mainstream classroom effectively.

All children who access the Nest spend a significant amount of time within their classroom. This is a good indicator of how the child will cope when they are back within a mainstream classroom with all of their bespoke strategies in place to support their learning. This

information is then collated and shared with the SENCo, class teachers and Nest staff in order to determine how effective a reintegration into class more permanently would be. If deemed appropriate, then the child will gradually build their time back in the classroom.

These children will be assessed using the following means, in order to determine whether a planned transition back into their classroom full-time is appropriate:

- Academic assessments
- External Agency observations and assessments
- Pupil Voice questionnaires
- Teacher observations and discussions
- SENCo Observations

Following these assessments, it may be determined that the child has the skills to access their mainstream classroom, if:

- The child is accessing the bespoke resources effectively to support learning independently;
- The child has made progress with their speech, language and communication skills, and can convey their thoughts and ideas;
- The child has developed self-regulation strategies and is able to de-escalate a situation either independently or with some adult support;
- Appropriate and effective resources and strategies have been identified for this child, and they can now access these back in the classroom setting;
- The external agency support is effective and the correct plans and provision are in place to support their needs.
- The gap has narrowed between the child and their peers academically, and the child is ready to access age appropriate objectives.

The Petal Provision

The school's Petal provision is currently a 3 place 'Nurture' provision for children working outside of Early Years expectations. This provision is currently overseen by Mrs Seaver (SENCo) with teaching delivered by Mrs White. Children who access the Petal room do so on a part time basis, spending some of their time in the mainstream setting and some of their time in the Petal Provision. As a result their mainstream class teacher remains responsible for the learning and progress.

Children within the Petal provision find it extremely difficult to access any learning in a mainstream classroom including continuous provision activities and personal care routines, therefore will not make the academic progress that they potentially can. Furthermore, the children have complex Special Educational Needs, and therefore need a more bespoke provision in order to meet their full potential including accessing independent workstations, using objects of reference and intensive interaction through adult support.

These children will be assessed using the following means, in order to determine whether the Petal provision is more of an appropriate setting to meet the children's needs:

- Academic assessments to determine whether the children are on track or not on track for age related expectations
- External Agency observations and assessments
- Branch Map Assessments
- Pupil Voice and Parental questionnaires
- Teacher observations and discussions
- SENCo Observations

Following these assessments, it may be determined that the Petal provision would be appropriate to support the child, if:

- The child is significantly below ARE.
- The child has significant speech, language and communication difficulties, requiring consistent targeted interventions;
- The child has an identified need, e.g. ASD, and requires the structure, routine and resources which the Nurture Room can offer
- The child is unable to access continuous provision opportunities without constant support

The Petal exit requirement

At Marfleet Primary Academy, we aim to provide an inclusive, engaging and challenging education for all children. This inclusivity is particularly prevalent within our Petal setting, as the aim of the setting is to equip the children with the academic success, resilience, communication skills and confidence to access their mainstream classroom effectively.

All children who access the Petal provision spend a significant amount of time within their classroom. This is a good indicator of how the child will cope when they are back within a mainstream classroom with all of their bespoke strategies in place to support their learning. This information is then collated and shared with the SENCo, class teachers and Mrs White. in order to determine how effective a reintegration into class more permanently would be. If deemed appropriate, then the child will gradually build their time back in the classroom.

These children will be assessed using the following means, in order to determine whether a planned transition back into their classroom full-time is appropriate:

- Branch Maps Assessments
- SEN reviews
- Evidence Me observations
- External Agency observations and assessments
- Pupil Voice assessments

- Parental view questionnaires
- Teacher observations and discussions
- SENCo Observations

Following these assessments, it may be determined that the child has the skills to access their mainstream classroom, if:

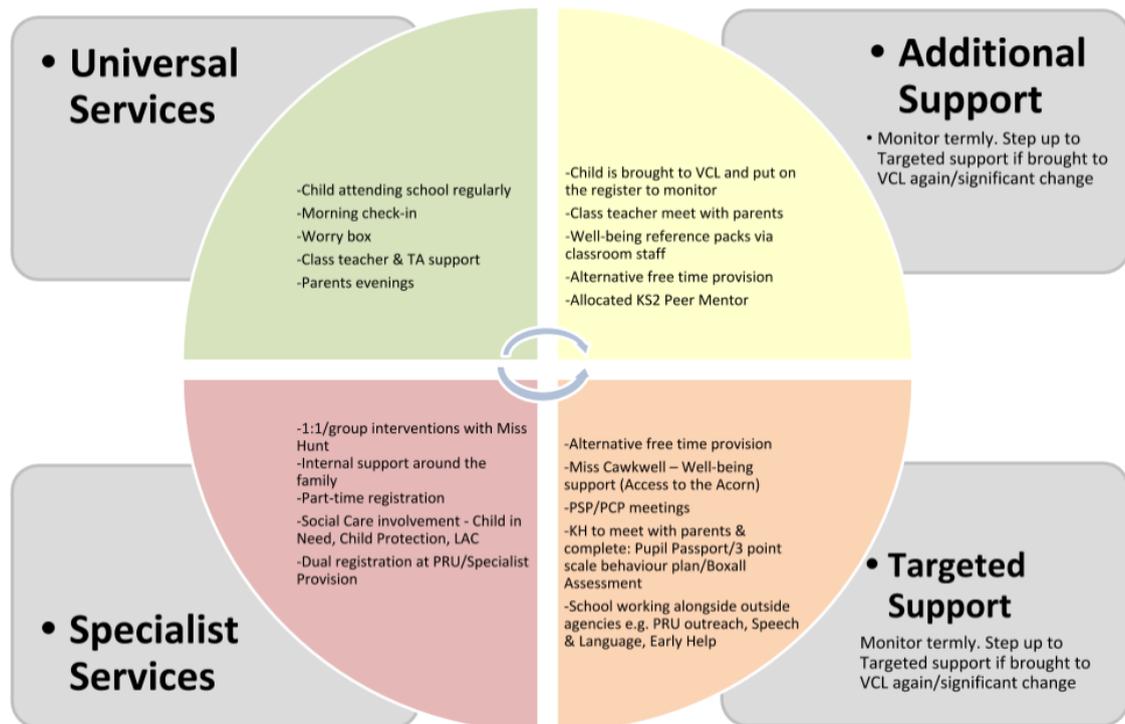
- The child is accessing the bespoke resources effectively to support learning independently;
- The child has made progress with their speech, language and communication skills, and can convey their thoughts and ideas through their preferred communication method;
- The child has developed self-regulation strategies and is able to de-escalate a situation either independently or with some adult support;
- Appropriate and effective resources and strategies have been identified for this child, and they can now access these back in the classroom setting;
- The external agency support is effective and the correct plans and provision are in place to support their needs.
- The gap has narrowed between the child and their peers academically, and the child is ready to access age appropriate objectives.

Education Health Care Plan (EHCP)

Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold. If a child has received an EHCP, the school ensures there is appropriate provision in place to enable the children to meet all Long Term and Short Term Outcomes. This may mean that they have external agency support, bespoke resources, tailored interventions and a bespoke timetable. An EHCP does not mean that a child will receive 1:1 adult support; the child may require adult support to access aspects of the provision in place; however the focus will always be on increasing the child's resilience, independence and academic ability, whilst providing the child with strategies that they can generalise to wider aspects of their lives.

Social Emotional Mental Health

At Marfleet Primary Academy we place a special emphasis on the wellbeing needs of all of our children. As a result we believe the SEMH branch of SEN needs its own identification pathway – the wellbeing Threshold of Need.



SEMH Universal Services

All children have access to ‘Universal Services’. This means each child is attending school regularly and are receiving quality first teaching. They will have access to numerous resources to help express themselves emotionally and socially whilst also allowing personal development.

SEMH Additional Support Services

Any children who display behaviours or express themselves in a way which shows they require a higher level of support would be brought to the Vulnerable Children’s Meeting by the class teacher. Clear practical solutions will be offered during the meeting for the class teacher to try, following the ‘Additional Support’. These children will then be placed on the VCL tracker and monitored for a term. Support offered could be access to more 1:1 well-being time with classroom staff, in addition to the one hour per week full class provision. The class teacher will then hold a formal meeting with parents.

SEMH Targeted Support Services

If a child who has had additional support does not make any progress or has another significant incident/change they would be stepped up to ‘Targeted Support’. At this point Pastoral Staff will organise with class teacher, parent and child a meeting to complete a Pastoral Passport and complete a Boxall assessment to set targets. Much like SEN passports teachers, parents and children will meet termly to review progress etc. Internally

the suggestions on the passports will be monitored through learning walks etc. to ensure consistency and ensure things are being followed.

SEMH Specialist Support Services

If the child does not progress within a term or has further concerns they may be stepped up to 'Specialist Services'. If some progress is made they may step down to additional support. If a good level of progress is made the children may be signed off the VCL. Children who are supported through the specialist services will receive 1:1/group work within the Nest. Internal family support will be offered if appropriate. If behaviour/needs are deemed a risk, a part-time registration/PRU will be offered via a further PSP/PCP meeting. Within the additional PSP/PCP meeting a member of the school's SEN team will be invited to determine if the underlying concerns are a pastoral need or a SEN need. The school will also work in partnership with outside agencies. Any children who are registered with Children's Social Care will automatically be a part of the schools specialist services. Progress is measured on the following areas:

- Academic targets met
- Pastoral targets met
- Half termly attendance
- CPOMs entries (emotional and behaviour)
- Internal monitoring and learning walks

Transition

Transfer of Documents

When children with SEN transfer to Secondary school the class teacher and/or SENCO will liaise with the staff of the prospective secondary schools and hand over all SEN documentation prior to the new term beginning. The secondary school staff are invited to final review meetings of the year 6 pupils. Where children with SEN transfer to another primary school, SEN records will be forwarded within 15 days of the child ceasing to be registered at our school. All data handling and sharing will be in full compliance with the General Data Protection Regulation 2016(GDPR) legislation and guidelines.

Review of this Policy

This policy will be reviewed in response to the evaluation of ongoing monitoring. It will be reviewed in response to need and as the legislation surrounding SEN is updated.