



William MacGregor Primary School SEND Policy

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At William MacGregor Primary School, we strongly believe that we are an inclusive school, which has an immersive environment for all our pupils regardless of ability or need.

We value the individuality of all of our children. We are committed to giving all our children every opportunity to achieve their fullest potential and fulfil their dreams.

At William MacGregor Primary School, we value the importance of ensuring all our children receive quality first teaching and all staff members receive the training required to support each individual child.

All staff at William MacGregor follow the SEND code of Practice and adhere to all 'Must' requirements identified in the code of practice. All staff ensure the correct measures are taken to support all children with SEND.

The Code of Practice 2014 defines SEND as follows:

"A child or young person has SEND if they have a learning difficulty or disability which calls for a special education 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 has a significantly greater difficulty in learning than the majority of others the same age, or

Has a disability, which prevents or hinders him or her from making use of facilities, provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The four broad 'areas of need' are:

- **Communication and Interaction** - This includes children with speech and language delay, impairments or disorders, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** - This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, Emotional and Mental Health Difficulties** - This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- **Sensory and Physical Needs** - This includes children with sensory, multi-sensory and physical difficulties.

Staffordshire's Local Offer in place to support all families with any SENDs advise and can be found on the following this link.

<https://www.staffordshire.gov.uk>

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

How does William MacGregor Primary School know if children need extra help?

Teachers use AFL (Assessment for Learning) or Teacher assessment as part of daily practice. Within lessons, they monitor children's progress, and adapt all teaching to support the individual child. Assessments completed at certain points throughout the year work to support teacher judgments. Children who are not making the expected progress become a monitoring focus for two full terms, following the ASSESS, PLAN, DO, REVIEW cycle. The SENCo and class teacher work closely during this monitoring phase and initial concerns are discussed with parents. Once a decision is made regarding the support needed, a meeting takes place with parents.

We know when child need help if:

- concerns are raised by parents/carers, teachers, or the child's previous school
- there is lack of progress
- poor test scores
- there is a change in the child's behaviour
- a child asks for help

What should I do if I think my child may have special educational needs?

- If you have, concerns then contact your child's teacher Zoe Franks, SENCo.

How will I know how William MacGregor Primary School supports my child?

When providing support that is 'additional to' or 'different from' we engage in a four-stage process: Assess Plan, Do and Review.

Those children not making progress over a period of a half term maybe placed on monitoring and parents notified. Those children not making progress for two full terms will be placed on the SEND register. A child can only be removed from monitoring or the SEND register after two full terms of progress can be measured.

Assess – This involves clearly analysing the child's needs using the class teacher's assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents and the child.

Plan – This stage identifies the barriers to learning, planning will involve consultation between the teacher, SENCO 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 child, 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 with other staff. The teacher will plan and assess the impact of support and interventions and ensure it 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 SENCO.

Review - Reviews of a child's progress will be made half-termly. 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 SENCO will revise the support and outcomes based on the child's progress and development making any necessary amendments going forward, in consultation with parents and the child.

All of those involved - child, their parents or carer, class teacher and SENCO contribute to this review. This stage then informs the next cycle, if necessary.

- Each child's Personal Learning Plan, (PLP) will be drawn up by the class teacher in consultation with the child and their parents with support from the SENCO if necessary. PLP targets are half-termly but may be reviewed earlier if necessary to support the child or if achieved. All targets are sent home.
- If a child has needs related to more specific areas of their education or social skills, such as spelling, handwriting, numeracy & literacy skills etc. then the child may be placed in a small intervention group.
- Child Progress Meetings are held termly. This is a meeting where the class teacher meets the Senior Leadership team to discuss the progress of the children in their class.
- Occasionally a child may need more expert support from an outside agency such as the Paediatrician, Speech Therapists, CAMHS, Autism Outreach Team etc. Referral may be made through parents to GPs or in some cases, a school referral may be completed with parent consent.
- While the majority of learners with SEND will have their needs met with quality first teaching, in extreme and complex cases some may require an Education, Health and Care plan (EHCP) needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan.
- Where a child has an Education, Health and Care plan (EHCP), there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parent or carer, and all other professionals involved with the child.

How will I know how my child is doing?

- You will be able to discuss your child's progress at Parents consultation and termly review meetings. Class teachers are on the playground at the end of the day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher, or Mrs Zoe Franks, SENCo, by visiting the school office.
- PLPs (Personal Learning Plans) reviews take place termly. The class teacher sets targets but Parents/carers are always encouraged to contribute their input to be included on the PLP.
- Child and parent voice are in place and are monitored for effectiveness by the SEND Governor and the governing body.

How will you help me to support my child's learning?

- Children's planners hold many tips, examples and strategies for support all children.
- The class teacher may suggest additional ways of supporting your child's learning at parents' consultation, review meetings or by arranging a meeting with you.
- Mrs Zoe Franks - SENCo may meet with you to discuss how to support your child if requested by the parent or class teacher.
- Mrs Zoe Franks - SENCo may meet with you discuss strategies to use if there are problems with a child's behaviour/emotional needs.
- Outside agencies or the Educational Psychologist may suggest advice or programmes of study that can be used at home.
- Parent/carer workshops are arranged throughout the year, sometimes with invited guests, to encourage an open and relaxed forum where advice and ideas are offered.

What support will there be for my child's overall well-being?

The school offers emotional wellbeing, support and is an Emotion Coaching School. Mrs Franks SENCO is also the Emotion Coach lead and all members of staff, children and parents have received or been offered training in Emotion Coaching. Parents are welcomed to communicate with class teachers, SENCo and Emotion lead with any concerns surrounding their child's wellbeing or behaviour.

- We employ a Psychotherapist, Barry Pope, who works with children who are experiencing social or emotional difficulties that are impacting on their learning.
- Behaviour and Attendance is monitored and support is offered. Children are only excluded in very exceptional cases and this policy now sits outside of our Emotion, wellbeing and Inclusion policy.
- Emotion coaching is a core support for all children and has been included into our Emotion, Wellbeing and Inclusion policy. The use of the Emotion Hub, regulation stations and Emotion coaching supports all emotion needs.

Child with medical needs

- If a child has a medical need then a detailed Health Care Plan is required following a discussion with parents. It is the parent's responsibility to ensure the school are aware of any medical need.
- Where necessary and in agreement with parents/carers medicines are administered in school where a signed medication form giving consent is completed and held at the office.

What specialist services and expertise are available at or accessed by the school?

The SENCo (Mrs Zoe Franks) is completing the National Award for SENCo and completion is expected July 2020. The SENCo (Mrs Zoe Franks) has worked within a special educational needs setting for over 15 years and has completed specialist training in Autism and Asperger, ADHD, Behaviour support, and is the school's Emotion Coach Lead.

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- SENSS
- Behaviour Support Service
- Educational Psychologist
- Speech & Language
- CAMHS (Child & Adolescent Mental Health Service)
- Occupational Therapy
- Physio Therapy
- Paediatrician
- Families First
- EWW (Educational Welfare Workers)
- Social Services

A staff-training audit is carried out yearly and our next audit is expected to be completed January 2020.

How accessible is the school environment?

We are committed to providing a fully accessible environment, which values and includes all children, staff, parents and visitors. As a school, we are happy to discuss individual access requirements.

Facilities we have at present include:

- We have a new room the 'Emotion Hub' which is a calming room so that ALL children have place where they feel safe and can identify and label Emotions they may be experiencing. This supports children to self-regulate.
- We have a disabled toilet and an accessible ramp to the library.
- We send out letters when necessary in the parent's home language.
- We have dyslexia boxes with a variety of different resources to help children with Dyslexia throughout the school (reading rulers, line guides, writing mats, story planners, visual timetables, mnemonics etc.)
- We also use a variety of ICT programs to support our SEND children.
- We have wobble cushions which help our children with sensory difficulties and ADHD.
- We have a variety of different pencil grips and writing implements (pencils/pens)

How will the school prepare and support my child when joining William MacGregor Primary School or transferring to a new school?

On entry:-

- A planned programme of visits in the summer term for children starting in September including "Stay and Play" visits with parents/carers and lunchtime visits where they can experience lunchtimes and school dinners with parents/carers.
- Parent/carers 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.
- Our Foundation Stage teacher (who is also the SENCO) visits most children in their pre-school setting. Where concerns are raised, an additional meeting with the pre-school setting and parents takes place.
- Reception class teachers makes a home visits in July, prior to children starting, with an additional opportunity for children to visit the school with their parent/carer.

Transition through the school:-

- A visit to their new class in July.
- Information sharing sessions between year group teachers.
- The class teacher is always willing to meet parents/carers prior to the child moving to their class.

Secondary transition:-

- The Y6 staff works with children anxious about the move. This provides them with the opportunity to discuss any concerns they may have.
- Secondary school staff visit children prior to them joining their new school.
- Mrs Zoe Franks (SENCo) meets the SENCo's from the secondary schools to pass on information regarding SEND children.
- Mrs Zoe Franks (SENCo) arranges an extra visit for those SEND children who need/want one prior to transition days.
- Children attend transition day's particular to the school they are going to.
- Opportunities to work with local secondary schools are actively encouraged so that children are familiar with them (e.g. Science days at the secondary school and drama workshops delivered by secondary staff at William MacGregor)

Mid-year transition:-

Our induction for children arriving mid-year includes:-

- Currently we give all children a tour of the school with their parent/carer.
- Introduce children to their new teacher and show them where they will put their coats etc.
- Agree the start date. In certain circumstances such as the child not having attended school before, special starting arrangements may be agreed.
- Contact the previous school for the child's records.

How are the school's resources allocated and matched to children's special educational needs?

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at child progress meetings or other points in the year.
- Further support or resources may be allocated to your child following assessments by school staff or outside agencies (e.g. Educational Psychologist).
- Funding may be used to buy in specialist support (e.g. Dyslexic assessment)
- Individual Child Premium payments are used to support that child's learning.

Who can I contact for further information or if I have any concerns?

I hope these questions have answered any queries you may have, but do not hesitate to contact the school if you have further questions or if you wish to discuss your child's educational needs. If are unhappy about something regarding your child's schooling please contact one of the following:

- ❖ Your child's class teacher
- ❖ Mrs Zoe Franks - SENCo
- ❖ Mrs Suzie Norton - Head Teacher
- ❖ Mrs Karen Tromans - SEND Governor
- ❖ Mrs Vicki Woodhouse - Chair of Governors

Appointments can be made with any of these people through the school Office.
01827 215600

- ❖ **For complaints please follow the school's complaints procedure available at the school office or on the school website.**

Support Services for parents of children with SEND include:

SEND Family Partnership (formerly Parent Partnership) is for parents and carers of children and young people aged 0 to 25, with special educational needs and disabilities (SEND). They offer information, advice and support about education, health and social care issues. They can be found at:-

<https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>

Or by telephoning 01785 356921 during office hours or by email on spps@staffordshire.gov.uk

