

Messingham Primary School

SEND Policy

Objectives

- To ensure early identification, assessment and provision for any child who may have special educational needs or a disability.
- To help every child realise his or her full potential and optimise their self esteem
- To enable all staff to identify SEND pupils and take responsibility for: recognising children's needs, planning intervention groups and reviewing children's progress.
- To enable parents to participate in the planning and reviewing of children's support plans.
- To make good use of any outside agencies that the authority has provided to support children with SEND
- To follow the Code of Practice (2014) which recommends 'person centred planning' where all parties are involved as fully as possible.

Definition of Special Education Needs

- a.) Children who have a significantly greater difficulty in learning than the majority of children the same age.
- b.) Children who have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Areas of SEND

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

At Messingham School: Children who have SEND will be working significantly below the national expectations in at least one subject and where they are unable to meet the relevant curriculum requirements for their age (this will also include any specific learning difficulties); children who have emotional or mental health difficulties that prevents them from participating fully in daily life; children with a disability which requires adjustments to allow them to access all opportunities; children with communication and/or sensory issues which prevents them from accessing all opportunities. **At Messingham Primary School, our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high-quality and inclusive education regardless of need or disability with a focus on self-esteem and celebrating small steps of progress.**

The SEND Co-ordinator - Mrs Candice Tutty

At Messingham School the SENDCO is a member of the school's leadership team and will have allocated non-contact time to fulfil this role. This will include: monitoring of provision, tracking progress of children, supporting staff and parents

with effective support for children with SEND, providing up-to-date training opportunities for all staff, reporting to and meeting with the Head and Governors (including the SEND Governor) and meeting with any outside support agencies and secondary schools.

Access to outside agencies include:

Services for hearing impaired, Educational Psychologists service, Behaviour Support, Speech and Language, Social Services, ASET (Autism), Occupational Therapy service, Physiotherapists, Family support/Parent Partnership, St Luke's and St Hugh's Special Schools.

Review Procedures:

- SENDCO will meet with the class teachers, parents and where appropriate children, **at least** termly to review the progress and plan the support tailored to the individual child. Records of these plans and discussions will be logged in the child's My Learning Plan which will be shared with parents, class teachers and the senior leadership team.
- SENDCO will have an open door policy with parents to discuss/have input into their child's SEND provision in line with the new Code of Practice.
- A provision map will show the interventions taking place within school and when.
- Use of standardised tests for reading and spelling to be used if required to measure specific progress – these will be in line with the whole school testing programme.
- Small steps of progress assessment trackers will be used for children who require significant support in cognition and learning.

SEND Support

After identification of SEND (through specific and detailed assessment packages), the support children will be given will consist of:

- Targeted support in class by the class teacher and the Teaching Assistant (Quality First Teaching)
- Intervention groups - These will be 'additional to and different from' the child's curriculum provision. Activities will be planned by the class teacher to meet individual needs of the child. The interventions will then be run by teaching assistants either on a 1:1 basis or in a small group.
- Resources - allocation will be made from the school budget to provide resources in the SEND nurture room, specialist equipment if needed and TA allocated time.
- Appropriate provision will be made for children needing to use: means of communication other than speech, non-sighted methods of reading, technological aids in practical and written work and aids or adapted equipment for all disabilities.
- Nurture support through Drawing and Talking, mindfulness, friendship group support and nurture in the rainbow room.
- Sensory support through sensory circuits and a sensory diet provided by TAs.

- Other support packages available which will be run by teaching assistants under the supervision of the SENDCO include:
Occupational Therapy, Dyslexia Support, Precision Teaching, Phonics Intervention, Speech and Language Therapy (Planned by the therapist) and handwriting support

Other agencies such as the Educational Psychologists, Behaviour Support Team and ASET will be accessed by the SENDCO dependent on individual circumstances.

Educational Health and Care Plan

Children whose needs are greater than the SEND support that the school can offer and who have consistently not made sufficient progress or have a disability or diagnosis that suggests they need significant support to access the curriculum, may be entitled to an EHCP. The school or parents can request a formal assessment from the authority to decide if a child needs an EHCP. If a request is successful, funding will be allocated to enable support to be put into place. This can then be decided by the collaboration between the parents and the school.
This plan will then be reviewed annually.

Policy Review Date: January 2023