



# Muskham Primary School

## Special Educational Needs and Disabilities Policy

*A. Crossland*

Mrs A. Crossland  
Headteacher

*M Ward*

Mrs R . Ward  
Lead Professional  
SENDCo

*AE Allsop*

Mrs A. Allsop  
SEND Named Governor

Date of Adoption: Spring 2024  
Due Review Date: Spring 2025

# Muskham Primary School

## Special Educational Needs and Disability Policy

### Contents:

1. Contextual Information .....	3
2. Mission Statement .....	3
3. Aims and objectives .....	3
4. Responsibility for the coordination of SEND provision .....	5
5. Arrangements for coordinating SEND provision .....	5
6. Admission arrangements .....	6
7. Facilities for pupils with SEND .....	6
8. Allocation of resources for pupils with SEND .....	7
9. Identification of pupils' needs .....	8
10. Access to the curriculum, information and associated services.....	10
11. Inclusion of pupils with SEND .....	10
12. Evaluating the success of provision .....	11
13. SEND Assessment .....	11
14. Complaints procedure .....	12
15. In service training and Continuing Professional Development.....	12
16. Links to support services .....	12
17. Working in partnership with parents .....	12
18. Links with other schools .....	13
19. Links with other agencies and voluntary organisations .....	13
20. Safeguarding .....	13

## 1. Contextual Information

Definitions of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- 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 fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Legislation (The Children and Families Act 2014) came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

## 2. Mission statement

At Muskham Primary School we are aware that all children, irrespective of sex, ethnicity and special needs should have a genuine opportunity to experience all aspects of the school

curriculum. It is our mission to ensure inclusion and equality of opportunity for each and every child in our school to meet their full potential throughout all areas of school life. To facilitate this, it is vital for the needs of all children to be identified early and met accordingly.

### 3. Aims and objectives

#### 3.1 Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs & Disability Code of Practice.

Our aims are:

- To ensure that all pupils have access to a broad and balanced curriculum in line with the Special Educational Needs Code of Practice
- To take into account the views of children and their families
- To enable children and their parents to participate in decision making
- To collaborate with partners in education, health and social care to provide support
- To identify the needs of all children
- To help children prepare for adult hood
- To ensure high quality provision meets the needs of all children
- To focus on inclusive practices and removing barriers to learning
- To monitor and assess children regularly and ensure that SEND pupils take as full a part as possible in all school activities.

#### 3.2 Objectives

- **Identify the needs of pupils with SEND as early as possible.** We will gather information from pupils, parents, education, health and care services and early years settings prior to the child's entry into the school as well as whilst they are a member of our school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential. The close monitoring of all pupils will also form part of the identification process.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENDCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information annually on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work. We will also seek the views of parents when establishing support and reviewing it for their child.
- **Work with and in support of outside agencies** in recognition that some pupils' needs are best met by a multiagency approach.
- **Work with the Tuxford family of schools** to share resources and training opportunities to ensure children receive the highest standard of support.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means class teachers and the SENDCo seeking the views of pupils when reviewing their progress and targets and will be made easier by carefully monitoring

the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life including SEND pupil representation on the School Council.

- **To make appropriate provision to overcome all barriers to learning** and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated jointly by the SENDCo and curriculum leader and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

#### **4. Responsibility for the coordination of SEND provision**

- The person responsible for overseeing the provision for children with SEND is the Head Teacher.
- The person co-ordinating the day to day provision of education for pupils is the SENDCo.
- The person responsible for facilitating the day to day provision is the pupil's class teacher.
- The named governor responsible for SEND provision is Mrs Anne Allsop.

#### **5. Arrangements for coordinating SEND provision**

The SENDCo will hold details of all pupil passports, including PIVATs and B Squared data and targets, and any correspondence from outside agencies for individual pupils. There is a graduated pathway, available for all staff, which outlines the steps in identifying children who may need support that is additional to and different from classroom teaching.

All staff can access:

- The Muskham Primary School SEND Policy;
- A copy of the full SEND Register or alternative school document used for tracking this cohort;
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including pupil passports, records of targets set and monitoring.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the staff IT system on individual pupils and their special needs and requirements
- Information on current legislation and SEND provision
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. The policy will be available on the website.

## **6. Admission arrangements**

In accordance with national legislation, including the Equality Act 2010, the Governing Body ensures that the admissions criteria should not discriminate against any pupils with SEND. Pupils with SEND must be treated as fairly as all other applicants for admission. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. The Admissions Policy is available on the school website.

Our SEND policy reinforces the need for teaching that is fully inclusive, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND. Pupils with SEND are known to the Family of schools through regular SENDCo meetings and transition arrangements put in place on an individual needs basis.

### **6.1 Transition**

All children identified as requiring additional transition plans may receive additional support to ensure a successful transition to secondary school, their next class or new school. This may involve extra visits to aid familiarisation as well as work on appropriate skills in school in conjunction with the receiving school.

## **7. Facilities for pupils with SEND**

- The school adapts provision to meet the needs of all students as required including the physical environment.
- Assistance provided during examinations is given according to the current Assessment and Reporting Guidance.

## **8. Allocation of resources for pupils with SEND**

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). This funding is allocated by the SENDCo in consultation with the head teacher. For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENDCo will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

### **8.1 Additional Family Needs (AFN) Funding**

The SENDCo will complete the Family AFN forms for pupils who are new to the family or have not previously received AFN funding. Bids will prioritise which descriptor of need best addresses the

nature of provision applied for. Copies for SENDCOs and agency representatives will be available for the group to consider at least a week before each meeting. SENDCOs will identify whether they consider the submission to be high, medium or low level weighting and indicate it on the form prior to the meeting. The Local Authority (LA) criteria will be used to inform these decisions.

At the AFN meetings applications will be sorted into the following areas of need:

- Communication and Interaction
- Cognition and Learning
- Sensory and/or Physical
- Social, Emotional and Mental Health

It is expected that if low level need funding is rejected provision must be made for these individuals from the school's Age Weighted Pupil Unit (AWPU) and Additional School Needs (ASN) budgets. The SENDCO will keep a list of individuals who are considered to be causing concern. Their progress will be monitored by the school and they may be put forward at subsequent family meetings if necessary. The SENDCO evaluates the success of the support arrangements for each child and report this to the group as bids are considered at transfer of key stage. On the basis of these reviews, provision will be adjusted as necessary.

In addition to the above, some pupils are in receipt of additional funding/resources including Pupil Premium, Looked After Children funding, adopted monies and /or equipment. These are allocated according to individual need and / or entitlement.

## **8.2 Higher Level Needs (HLN) Funding**

The SENDCO will complete the LA forms and at the moderation meeting, copies will be available for the group. If it is agreed that the pupil has met the LA criteria for HLN then the submission will be made. For pupils to be considered for HLN funding, they must have previously been moderated and awarded high level AFN funding wherever possible.

The group recognises that occasionally, due to the timing of meetings and admissions, it may not be possible to moderate all HLN bids in time for submission to the HLN panel. In such circumstances, the Family SENDCO will seek approval from two other SENDCOs prior to submission of the bid and will bring the bid for moderation at the next family SEN meeting.

HLN funding bids are submitted to a panel and considered against the criteria for the pupil's main area of need. HLN funding can only be applied for once per term on or before a specified date. HLN funding can also be applied for in exceptional circumstances, which are listed below:

- A pupil with high needs has arrived from another LA
- There has been a sudden accident or unexpected deterioration in a child's medical condition or health, including their mental health
- An order has been made by the SEN and Disability Tribunal
- Funding is required for early years children with known complex needs, whose school has yet to be determined
- Funding is required for:  
Children in Care or pupils who are hard to place, or whose placement is at risk

## **9. Identification of pupils' needs**

The definition of Special Educational Needs given at the start of this policy is applied when identifying a pupil's needs. A graduated approach is adopted from the Code of Practice 2014 using the, "assess, plan, do, review" system detailed below.

### **9.1 Quality First Teaching**

Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

- a. Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- b. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- c. The SENDCo will be consulted as needed for support and advice and may observe the pupil in class.
- d. Through (b) and (c) it can be determined which level of provision the child will need going forward.
- e. If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- f. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school through a meeting with the class teacher where an initial concern form will be completed.
- g. The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference. This is called the 'School Watch' list.
- h. Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

### **9.2 SEND Support**

Where it is determined that a pupil does have a special educational need or disability, parents will be formally advised of this and the decision made to add the pupil to the school's SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- assess
- plan
- do
- review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those adaptations and interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### 9.3 Referral for an Education, Health and Care Plan

If a child has lifelong or significant needs, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required.

The decision to make a referral for a statement will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- parents
- teachers
- SENDCo
- social care
- health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

or by speaking to an Education, Health and Care Plan Co-ordinator on:  
0115 9774012 or 0115 9773323

or by contacting Ask us (formerly the Parent Partnership Service) on:  
0800 121 7772

or by visiting the Nottinghamshire EHC hub on:  
<https://www.nottinghamshire.gov.uk/care/childrens-social-care/integrated-children-s-disability-service/nottinghamshire-education-health-and-care-hub>

or through visiting the 'Nottshelpyourself' website;  
<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/site.page?id=lwi8fImwoOY>

### 9.4 Education, Health and Care (EHC) Plans

- Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school, outside agencies and the child's parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review

enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **10. Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum through quality first and adaptive teaching as well as the specialist SEND provision provided by the school. As far as possible, this will be in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made.

The school curriculum will be reviewed as part of the annual review of this policy.

The monitoring and evaluation cycle used by the SENDCo and Senior Leadership Team includes:

- keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback;
- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND;
- making use of all class facilities and space;
- using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary;
- making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision;
- any decision to provide group teaching outside the classroom will involve the SENDCo in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made;
- setting appropriate individual targets that motivate pupils to do their best, and celebrates achievements at all levels.

## **11. Inclusion of pupils with SEND**

The Head teacher and the Governing Body oversee and ensure inclusion through the school's policies for: curriculum, marking, teaching and learning, positive behaviour, child protection and equality. They are responsible for ensuring that these are implemented effectively throughout the school.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub, Schools and Family Specialist Services (SFSS), the Bassetlaw Primary Behaviour Partnership and medical professionals.

## **12. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. This information will be

collected through a variety of mediums such as informal conversations, parents' evenings, reviews of pupil passports and pupil interviews.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

There is an annual, formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENDCo in consultation with the governor for SEND and information is gathered from different sources. This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

### **13.SEND Assessment**

We utilise different assessments, which might include the reception baseline assessment, phonics screening checks, PIVATs, B Squared and Small Steps, as well as other types of assessments supporting processing speed. A single type of assessment may not give a full picture of the pupil's needs so it is important to have a multi-faceted approach to assessment.

#### **Engagement model**

The Engagement Model is used to assess pupils not accessing subject-specific study and replaces P-scales 1 to 4. The Engagement Model is statutory from September 2021 for key stages 1 and 2.

The model is comprised of 5 areas of engagement: Exploration, Realisation, Anticipation, Persistence, and Initiation. Planning and assessment will look different for each pupil and the curriculum will be sufficiently broad and balanced, motivating, personalised, and aligned to their learning outcomes and if appropriate their EHC plan.

The model allows for development in all 5 areas across different activities and contexts allowing for personal progress to be consolidated and engagement to be recognised as a key part of the educational experience for learners.

It requires holistic observational assessment and carefully planned motivating activities and educational experiences to identify those small variations in performance. This model is designed to run alongside our current planning, assessment and reporting systems which should be holistic and personalised to support pupils' early developmental skills.

#### **Pre-Key stage Standards**

The pre-key stage standards are provided for the statutory assessment of pupils engaged in subject-specific study who are working below the overall standard of the national curriculum tests and teacher assessment frameworks. These are used to make statutory teacher assessment judgements for pupils who have reached the end of Year 2, when an outcome must be reported but who have not completed the relevant national curriculum programme of study.

The pre-key stage standards focus on the key aspects of English reading, English writing and mathematics. While the standards are designed to capture attainment in these subjects, pupils will demonstrate achievement in different aspects of their education. Teachers recognise the progress of individual pupils, setting targets that refer to agreed outcomes within the Special Educational Needs and Disability Code of Practice 2015, where appropriate.

## **14. Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCo, who will be able to advise on formal procedures for complaint. Please refer to the school's Complaints Policy.

## **15. In service training (INSET) and Continuing Professional Development (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train all our staff on SEND developments.

Staff take part in specialist programmes, professional development days, training organised by the LA and conferences on a regular basis. This might include government, LA-based training, school cluster, subject, key phase or whole school training. Training is available for all groups of staff, e.g. teaching assistants, ECTs, or midday supervisors.

## **16. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo who will then inform the child's parents and gain consent for their case to be discussed.

## **17. Working in partnerships with parents and carers**

Muskham Primary School believes that a close working relationship with parents and carers is vital in order to ensure:

- early and accurate identification and assessment of SEND leading to the correct intervention and provision;
- continuing social and academic progress of children with SEND;
- personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional educational needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governor may be contacted via the school office in relation to SEND matters.

## **18. Links with other schools**

The school is a member of Tuxford Family Collaboration. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

There is a full transition programme in place for all pupils transferring within the Family. Extra transition arrangements are put into place on an individual basis as necessary and all documentation is passed on to the receiving school.

## **19. Links with other agencies and voluntary organisations**

Muskham Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCo is the designated person responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Therapy (SALT)
- Language and Learning Support Service
- Specialist Outreach Services
- Schools and Families Specialist Services (SFSS)
- Child and Adolescent Mental Health Services (CAMHS)
- Healthy Families Team

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

## **20.Safeguarding**

Adults who work with children and young people with SEND are aware of the additional needs children may have that could mean they are more vulnerable to abuse and/or less able to speak out if something isn't right.

Some children may be vulnerable because they:

- have additional communication needs
- they do not understand that what is happening to them is abuse
- need intimate care or are isolated from others
- are dependent on adults for care.