



Mount Pleasant Federation of Schools
Special Educational Needs and Disability
Autumn 2024



Name of Policy:	Special Educational Needs and Disability Policy		
Statutory Policy	Yes	Non Statutory Policy	
Date of Ratification	11.12.24		
Date of Review	Autumn 25		

To be read in conjunction with the following policies and documents	
Policy/Document	Appendix
Accessibility Plan	Our Ethos and Vision
Equalities and Diversity Policy	Graduated Response
Supporting Children with Medical Needs Policy	Ordinarily Available Provision (OAP) document
SEND code of Practice 0-25 (2015)	Pupil Passport (PP) and Individual Education Plan (IEP)
Equality Act 2010	
Southampton Local Authority Local Offer	
SEND Information Report	

Our school policies are designed to meet with our information and communication sharing protocols in that they should be ‘meaningful and manageable’. All policies have a similar format, designed to fulfil a specific purpose and answer a simple question:

- **Rationale – why do we need this policy?**
- **Aim – what is the main purpose of this policy?**
- **Objective – how will we achieve the aim?**
- **Proactive: how do we work proactively, planning and designing our work?**
- **Reactive: how do we react to situations that are new or when change has occurred?**
- **Best practice: when working most effectively, what does our policy look, sound and feel like?**
- **Who to speak to regarding this policy: Which members of staff, teams or governors are linked to this policy?**

Policies are supported by:

- **Other school policies**
- **Government documents**



- Local Authority documents
- Our school produced documents



This Policy relates to Article 2, 3, 12 and 23, Convention on the Rights of the Child.

Rationale:

We believe that ‘the child is at the centre of all that we do’ (Our Ethos and Vision). Both of our schools are committed to the principle of inclusion. In an environment where our children’s personal story, culture and history matter, we recognise that a child’s progress is individual to them. Some children require provision which is ‘additional to’ and ‘different’ (SEND code of Practice) from what is provided for other children of the same age. We recognise that not all children with Special Educational Needs (SEN) have disabilities and not all children with disabilities have SEN. This policy outlines how the needs of these children are identified, communicated and met.

Compliance:

This document complies with the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0-25 (2015)
- Children and Family Act 2014
- Equality Act 2010
- Special Needs and Disability Regulations 2014

The purpose of this SEND policy demonstrates how we follow the laws and rules, to provide learning in a way that is appropriate and accessible for all pupils, including those with SEND.

Aim:

Our overall aims are to enable children to:

- Achieve their best
- Optimise their self-esteem
- Develop life skills,
- Be independent
- Access appropriate learning.

We achieve this by:

- Access to a rich and varied curriculum
- Early Identification of need
- Regular review of provision
- Access to an accredited Special Educational Needs and Disabilities Co-ordinator (SENDCo)
- Liaise on and collaboration with external professionals
- Co-production with children and their families
- Adapting and responsive practice
- Follow the legal expectations for children with EHCPs
- To set high expectations for every child whatever their prior attainment

Objective:

In order to realise our aim, we use the Graduated approach. Class teachers will work with the SENDCo and Head of Inclusion to

- Stage 1 – Universal Provision: provision for all.
- Stage 2 – Early Intervention and support: minor scaffolds and adaptations to learning. At this stage, children are not on the SEND register.
- Stage 3 – Targeted, additional support: small group interventions and teaching to consolidate and recap learning. At this stage, children are not on the SEND register
- Stage 4 – Targeted, Intensive additional support: which may include adaptations to environment and day to day learning. Children at this stage are on the SEND register. It is at this stage that a request for a statutory assessment can be made

- Stage 5 – Provision over and above that which would be expected at universal and targeted support levels because a child's needs are exceptional, severe, complex and long term.

Proactive:

Co-production

- We promote equity by supporting families in co-production when documentation and English proficiency may be barriers.

Transition:

- We promote continuity, which allows for greater consistency in provision:
 - The SENDCo and The Head of Inclusion work across both our Infant and Junior Schools.
- We have excellent links between feeder school and nurseries.

Assess, Plan, Do Review Cycle:

- We evaluate the effectiveness of our provision:
- Regular pupil progress meetings between teachers, Phase Leaders and Senior Leaders
- Regular monitoring through learning walks, pupil interviews and work scrutinise.
- Regular revision of the Provision Map

Professional Learning:

- We distribute the leadership of SEND by empowering all our staff through high quality Professional Development.
- Regular professional development for all Teachers and TAs can also request access to training and support in a specific area or with the provision of an individual
- Deployment of Specialist HLTA with to adapt and respond to SEND needs.
- Development of practice through the implementation cycle by the Inclusion Teacher Research Group, disseminating good practice to all.

Roles and Responsibilities:

- We evaluate the provision for children with SEND through:
 - Clear roles and responsibilities
 - Understanding of provision for teaching and learning with SEND is the responsibility of all staff at Mount Pleasant Federation of Schools.
 - Termly monitoring and meetings between Inclusion Team and Governor with responsibility of SEND
 - Regular 'SEND Surgeries' to quality assure provision and adaptations and advice on SMART targets.
 - Liaison with Phase Leaders as part of the Strategic Cycle.

Accessibility:

We promote inclusion through our accessibility plan, ensuring that all relevant areas of the school are accessible for all children, including those with physical disabilities.

- Regularly reviewed Accessibility Plan
- Building Projects that are DDA compliant
- Creation of Personalised Pupil Emergency and Evacuation Plans
- Liaison and procurement with specialist equipment providers.

Professional Partnerships:

We support and extend our subject knowledge and pedagogy through effective partnerships with a wide range of external professionals:

- Educational Psychologist (EP) – A professional qualified in understanding the psychology of behaviours
- Southampton Inclusion Partnership (SIP) – Professionals specialised in supporting children with SEND needs
- Speech and Language Therapist (SALT) – An NHS practitioner, who is an expert in assessing, diagnosing and advising on the provision for communication needs member
- Speech and Language Support Assistant – A Local authority expert, who plays an active role in advising on the provision of communication and language difficulties.
- Early Years Advisory Teacher – A member of the Local Authority expert in Early Years education
- Mental Health Support Teams – Professionals to support with the early intervention of support within schools with mental health support.
- Physiotherapist – A member of the NHS team supporting with physical development

- Occupational Therapist – A member of the NHS team supporting with Children’s Therapy
- Teacher Advisors for children with physical difficulties, visual impairment, hearing impairments.

Reactive:

By using a graduated approach, we minimise the need to work reactively. However, there are still times when a swift response will be necessary and appropriate:

- A new arrival
- A sudden change in circumstances
- A new medical diagnosis

When working reactively, we adopt a Team around the Child approach. This means:

- Effective communication
- Clear and consistent implementation plan.
- Collaboration with external partners
- Regular review and evaluation.

Best Practice:

Universal Provision:

- We strive to deliver high quality teaching (HQT), clearly adapted or differentiated for individuals, to ensure that all children make expected or better progress. Lesson planning shows high quality personalised teaching for all pupils including those with SEND. The quality of provision for pupils is regularly monitored and evaluated and this informs future development points. In line with Southampton Local Authority’s Ordinarily Available Provision (OAP) document, at Mount Pleasant Federation of Schools, staff use this guidance to plan appropriate provision for their pupils, which enables them to be successful learners.

Early Intervention

- At Mount Pleasant, we follow an ‘Early Identification of Concern’ process. Pupils are only identified as having SEND if they do not make adequate progress once they have received high quality, personalised teaching, interventions and adaptations. The school adopts a graduated approach to SEND support, which recognises a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. All our provision at Mount Pleasant Federation of Schools follows the Assess, Plan, Do, Review (APDR) Cycle. This helps us to monitor and track the progress of the child, understand their needs better, identify barriers to learning and adapt or differentiate the provision accordingly.

Targeted and Additional Support

- If it is decided that a child does have SEND, this will be recorded on the school’s SEND Register under the category of SEN support and the parents will be formally informed by either the class teacher or the SENDCo. Being placed on the SEND register, under the category of SEN Support, increases the level of tailored support that a child receives, through an Individual Education Plan (IEP) with annual outcomes and SMART targets, to enable them to make progress and have their needs met. Alongside the IEP, a pupil passport is set up, which is a holistic picture of the child and it is important that the voice of the child and their family is represented. The IEP will focus on two or three annual outcomes with short-term targets and will show the teaching strategies and provision which will support the child in achieving these outcomes. The targets are child-centred and reflect what is important **to** the child and their family as well as what is important **for** them. This plan is a working document and targets are updated as and when the child has achieved them. It is reviewed termly, during meetings between class teachers, parents/carers and where appropriate the SENDCo and the child. It is the responsibility of the class teacher (alongside the SENDCo) to maintain and update this document.

Provision that is above and beyond Universal Provision and targeted intervention

- If a child continues to make less than expected progress and their attainment is significantly below that of their peers, the school and parents can consider requesting an Education, Health and Care (EHC) needs assessment. Parents will be fully consulted during the process and the school will follow the policies and procedures of the Local Authority (LA) and SEND Code of Practice 0 to 25 years (2014).
- In line with the legal requirements, EHCPs are reviewed annually with all stakeholders and must include:
 - Any amendments to provision
 - Any Amendments to the child’s needs
 - To alternative setting

- Celebrate the children strengths and successes
- Identify focus for provision for following year (targets).

Who to speak to regarding this policy:

If you are concerned that this policy applies to your child, or you are concerned about your child's education contact:

1. Your child's class teacher
2. Look at the SEND and other related policies on our website
3. The SENDCo, Mrs Helen Brennan
4. Head of Inclusion, Miss Amy Warbey
5. SEND Governor, Miss Hayley Sheath
6. Southampton Local Offer website: [Welcome to the SEND Local Offer website :](https://www.southampton.gov.uk/schools-learning/send-local-offer/)
<https://www.southampton.gov.uk/schools-learning/send-local-offer/>
7. Southampton Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)
via the website: <https://www.southamptonsendiass.info/>

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