

Manor Way Primary Academy

Pupil Support Policy



Pupil Support Policy 2017	
Responsible Committee:	Manor Way Primary Academy LAB
Revised by Local Advisory Board:	May 2017
Next review date:	May 2018

Pupil Support Policy Aims

Manor Way Primary Academy is a mainstream community school with one form entry classes from Reception to year 6. Approximately 200 pupils enjoy an exciting place to learn as we are a caring, multi-cultural school with happy pupils and as enthusiastic and committed staff. We are committed to working together with all members of our school community to provide the best opportunities for our pupils. Our school does not just focus on test results, which are good, but also on developing the individual, instilling community values and providing opportunities for each student to grow as a person. We provide a fully inclusive mainstream primary provision, our aim is to help children aspire and achieve their potential academically, personally, socially and emotionally in all areas of the curriculum regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs.

All teachers at the school are teachers of students with special educational needs.

Our aim is that all pupils:

- achieve their best
- become confident individuals living fulfilling lives as independently as possible
- make a successful transition into adulthood

Outlined below are the ways in which Manor Way Primary Academy supports all of our pupils including those with Special Education Needs and Disabilities (SEND) in order that they realise their full potential. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys.
- minority ethnic and faith groups
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled or have long term illness
- those who are gifted and talented
- those who are looked after by the local authority (LAC)
- disadvantaged children
- any learners who are at risk of disaffection and exclusion

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.

Aims & Objectives

Manor Way will:

- enable children to develop a sense of well being in the school, created by adults who encourage and support their learning, provide opportunities to succeed, build self esteem and a sense of belonging to school and wider community
- nurture each child as an individual
- provide a rich and varied curriculum, tailored to individual needs which reflects the school community and which gives children insights into the world in which they are growing up
- prepare children fully for the next stage of education

We strive to:

- to ensure that all learners reach their full academic potential with the correct support required
- to ensure the equality of opportunity for, and to eliminate prejudice and discrimination against children with barriers to learning
- to continually monitor the progress of all pupils, to identify needs as they arise and to provide appropriate support at the earliest opportunity
- to provide full access to the curriculum through differentiated planning by teachers, support staff and the inclusion manager (where appropriate)
- to involve and support parents/carers at every stage in plans to meet their child's additional needs
- to involve the children themselves in planning and in any decision making that affects them

Expectations

Manor Way is committed to providing an inclusive education for all pupils. The school provides good quality teaching which enables all pupils to develop positive and enduring attitudes to learning. The aim of our SEN provision is to ensure that children will have access to a curriculum and resources that will help them to progress at their own pace and level in order to achieve their maximum potential.

SEN in this school is the shared responsibility of parents/carers, the school and local agencies. Please see our SEN report.

Teaching and Learning SEN is divided into four main areas:

Communication and Interaction. This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, 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 or such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

Social, mental and Emotional Health. This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

Sensory and/or Physical Needs This includes children with sensory, multi-sensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.

With this in mind, lessons are planned thoroughly with each individual learner accounted for. Activities are differentiated to accommodate all learning styles and needs. Additional support and resources are used where necessary.

Curriculum

The 2014 curriculum provides a variety of learning opportunities for all pupils. Subjects are varied and interesting.

Resources We help pupils with additional needs by providing teaching assistants (TAs) for all teachers and children.

Resources have been purchased for SEN children. These include multisensory teaching equipment, reading material and ICT equipment and programs.
Facilities for the disabled are monitored and provision is made where necessary.

Assessment and Recording

Manor Way Primary Academy uses School Pupil Tracker Online assessment system to track all pupil progress: All children in Reception are assessed using a Language screen (WELLCOMM), this is used in higher year groups if necessary. Formal assessments from outside agencies are carried out if additional support is requested from school and/or parents (parental consent is required)

Information about children's progress will be provided by the class teacher through: verbal conversations during informal start and end of day meetings, Parent Consultation Evenings and reports. Class teachers are always willing to have meetings after school to discuss the progress of children. The SENCo regularly meets SEN children's parents to review progress and action any changes to provision that are needed.

Monitoring and Reviewing

All children are set challenging individual targets for English and maths. Each half term we monitor the progress made by pupils against these targets. For any children or groups of children who have not made sufficient progress, additional provision is arranged. Whole school monitoring and evaluation procedures include lesson observations, work and planning scrutinies and discussions with pupils (pupil voice). During these procedures, raising standards for **ALL** children is paramount.

Staff Development

Manor Way is dedicated to making sure teachers have access to continuing professional development (CPD), we have a school development plan that includes identified training needs for all staff to improve teaching and learning of children including those with SEND. This includes whole school training on SEND issues or bespoke training sessions for staff with particular needs within their year group. Staff training allows us to share knowledge, strategies and experience and ensure consistency to the school's approach for children with SEND.

Role of the SENCo

Mrs R Williams is currently the SENCO and her role includes:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with Special Educational Needs
- Liaising with and advising fellow teachers and support staff
- Managing Special Educational Needs teachers and/or Teaching Assistants
- Overseeing the records of all children with Special Educational Needs
- Liaising with parents of children with Special Educational Needs
- Contributing to the in-service training of staff
- Liaising with external agencies
- Liaising with the Special Needs Governor
- Raising special needs issues at Senior Leadership meetings
- Gifted and talented pupils are acknowledged and their needs are met

Please also refer to the SEN Report.