

Haslingfield Endowed Primary School

Special Educational Needs and Disabilities (SEND) Policy

January 2016

Haslingfield Endowed Primary School
Policy on SEN

This policy was ratified by the Governing Body on29/1/16.....

Signed Chair of Governors

Date of next review:January 2017..... (*Annually*)

1 Introduction

1.1 Haslingfield Primary School is committed to the promotion of equality and diversity. All our policies follow the principles outlined in our Equality & Diversity Policy. This policy is currently based on the Special Educational Needs and Disabilities Code of Practice 0-25 years, September 2014 which gives practical guidance to schools on how to implement their statutory responsibilities.

1.2 Haslingfield Endowed Primary School is a mainstream Local Authority school, which has an inclusive approach to ensuring that all children have the opportunity to reach their potential. For the majority of pupils, their needs will be met by our provision of a well-balanced, carefully planned and differentiated curriculum in which skilled and diverse teaching strategies are employed. Some pupils will require some degree of extra support in their learning for varying periods of time, according to their level of need. The school recognises that some pupils will need more specialist and targeted support to engage fully in school life and meet their full potential, thus they will be offered a more personalised approach and programme to learning.

1.3 Children are considered to have special educational needs if they have significantly greater difficulty in learning than other children of the same age. Children's learning difficulties show themselves in a variety of ways. Some are temporary, others more permanent. They may be mild, requiring minimal support, but others may be serious, requiring more long-term intervention and greater support.

A child is identified as having SEND if:

- They fail to match or better their previous rate of progress;
- They develop a specific need which cannot be rectified through normal classroom practice;
- Their progress is significantly slower than that of their peers, resulting in them being more than a year behind.

1.4 There are 4 primary areas of SEN:

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

1.5 We recognise that progress and attainment may be affected by issues other than SEN; these could be:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

2. Aims and Objectives

2.1 In making provision for pupils with SEND, our aims and objectives are:

- to work in partnership with children and their families at every stage of the SEND process;
- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum.
- to ensure all necessary resources are made available to meet children's needs.

3 Educational Inclusion

3.1 At Haslingfield, we aim to offer excellence and choice to all of our children, whatever their ability or needs. We have high expectations of all our children and strive to put these into practice through the removal of barriers to learning and participation. We want all of our children to feel that they are a valued part of the school community.

Through appropriate curricular provision we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experience.

3.2 Teachers respond to children's needs by:

- providing support for children who need help with communication and language;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, so that they are able to participate, where possible, in the learning opportunities the school offers.

Support staff assist teachers in responding to children's needs by:

- sharing in the assessment of needs and planning of objectives;
- carrying out differentiated activities or programmes of work, with small groups or individuals, as specified by the teacher;
- using suitably modified resources or activities to help meet specific objectives.

4 Roles and Responsibilities

The Headteacher and Governing Body determine the school's general policy and resources allocation. The teaching staff are responsible for meeting SEN in their own class and liaise with the SENCo, who co-ordinates SEN within the school. The SENCo in turn keeps the Governing Body fully aware of SEN issues.

4.1 The class teacher is responsible for:

- Identifying any areas where the child has an unmet need and highlighting this to the school's SENCo;
- Adapting the curriculum to ensure the child's needs are met in an inclusive way;
- Monitoring the progress of each child during all teaching activities, identifying and planning further support either in the classroom or through an individual or group intervention;
- Contributing to IEP Target cards that prioritise and address the next steps the children need in order to make progress.

The class teacher will adapt the curriculum to meet the needs of all individuals in the class. 'Quality First Teaching' strategies are employed to ensure everyone can access the lessons, to include:

- In Numeracy: Numicon, multilink cubes, bead strings, number lines and number squares;
- In Literacy and all written work: Dyslexia-friendly approaches to include word banks/mats, writing frames, sentence starters, whiteboards and notebooks;
- Task planner with steps broken down;
- Visual timetables;
- Electronic equipment such as Ipad, class computer and Dictaphone;
- Quiet work station;
- Mind-maps, structured paper and pictorial representations;
- Small group work with the class teacher or TA.

4.2 The role of the Special Needs Co-ordinator:

- Acting as a link with parents, alongside the class teacher;
- Co-ordinating the provision for children's special educational needs;
- Mapping provision and deploying support staff, alongside the Deputy Headteacher

- Monitoring the quality and effectiveness of provision;
- Supporting and advising colleagues on the gradual approach to SEN support;
- Transition arrangements from pre-school and into secondary school for children with SEND;
- Transition between classes, especially transition between key Stages;
- Work with the Year 6 teacher to sort out Access Arrangements for Statutory Assessment Testing;
- Acting as a link with agencies;
- Maintaining the SEND register;
- Contributing to and managing the records of all children with SEND;
- Adhering to processes as required by the DfE and Local Authority;
- Managing the day to day operation of this policy;
- Reporting to the governing body;
- Carrying out, with the Deputy Headteacher, TA appraisals.

4.3 Role of teaching and support staff:

- to focus support in class, on the achievement of lesson outcomes, with individuals and groups of children;
- to play a pivotal role in the delivery of intervention programmes to pupils with SEND;
- to liaise with parents, pupils and class teachers in planning and reviewing provision;
- to maintain records of interventions carried out.

4.4 The role of the Governing Body

Working within available resources the Governing Body does its best to secure the necessary provision for any pupil identified as having SEND. The governors ensure that all teachers are aware of the importance of providing for these children. The Governing Body has decided that children with SEND will be admitted to the school in line with County agreed admissions policy.

4.5 The role parents and carers have in supporting their child

At Haslingfield we believe that parents and carers are essential in ensuring their children reach their potential. We always encourage parents to speak to staff regularly about their child's progress and communicate any concerns as soon as they become apparent. We firmly believe that strong partnerships between school and home are vital to the success of any provision made for children with SEND.

As well as engaging in school events parents are involved in their child's education by:

- Attending parent consultations and open-door evenings;
- Receiving, reading and signing progress and target reports;
- Supporting homework tasks;

- Responding to invitations to discuss, review and plan future support for those with additional needs;
- Contacting the class teacher in the first instance when a concern arises.

4.6 The role of SEND children in their education

Children are made aware of their achievements related to their intended learning outcomes level. Children with SEND are given the opportunity to review their support plans and discuss with staff their understanding of how they need to improve further.

Children have opportunities on a daily basis to discuss their feelings, thoughts and any concerns with adults in the school. Most children prefer to chat to their class teacher or teaching assistant, however there is also a 'worry box' where children can post a note if they feel unable to verbalise how they feel.

4.7 **Allocation of resources**

The Headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs/Education Health Care Plans.

The Headteacher/SENCo agrees with staff how to use funds directly related to needs and this is linked to the school improvement plan.

5. **Assessment**

- 5.1 Early identification of special educational needs is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and attempt to enlist their active help and participation. The class teacher and the SENCo assess and monitor the children's progress in line with existing school practices. The SENCo works closely with parents and teachers to plan an appropriate programme of intervention and support. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- 5.2 The school uses a number of approaches to identify those children that have additional needs. Some of the strategies are:
- Liaison with previous schools;
 - Concerns from parents;
 - Termly assessment data;
 - Liaison with outside professionals e.g. specialist medical staff;
 - Observations by staff in a variety of settings including the playground.

A child is then identified as having SEND if:

- They fail to match or better their previous rate of progress;
- They develop a specific need which cannot be rectified through normal classroom practice;
- Their progress is significantly slower than that of their peers, resulting in them being more than a year behind.

The class teacher will, through consultation with parents, discuss any concerns with the SENCo and make the appropriate provision for that child. Any additional support that is required will be monitored and reviewed on a regular basis.

Children who are slightly behind their peers may only require some extra support in class to enable them to close a gap in their learning or to reinforce newly-taught skills. Others, for example, may need a change in the way lessons are delivered to them and may need different ways of recording their work.

5.3 What happens if my child requires SEND support?

When children are identified as having SEND, the school considers a variety of approaches in order to meet the child's needs. The support plan is decided upon collectively by the class teacher, parent and child, overseen by the school SENCo.

Some of the support that is offered may include:

- Personalised differentiation within curriculum areas;
- Access to additional adult support in lessons;
- Access to social support in a group setting;
- Specific personalised support delivered individually or in small groups according to need;
- Access to specialist provision from external agencies such as speech therapist, school nurse educational psychologist, etc.

When needed, adaptations can be made to include children to the best of their ability in the mainstream classroom, for example specific seating due to visual impairments or other physical needs.

5.4 The school SENCo may consider an application from a parent wishing to propose a volunteer to work in a supportive role within their child's classroom. Volunteers would provide support under the direction of the class teacher and SENCo to meet the targets identified within target cards and those identified within whole class teaching; this may include a named child working individually or within a group. They will be required to fully meet the school's standards for volunteers and safe recruitment.

- 5.5 All children who require SEND support have a target card which addresses their specific needs, in the form of smart targets which are achievable over short timescales. Targets are formulated through the 'Assess, Plan, Do, Review' cycle which is outlined below.

Assess

Class teachers will assess a variety of information they have about the child and will arrange a meeting to discuss this with parents. A team approach is taken in order to gain a whole picture of what the child's needs are and the child will be placed on the SEN register

Plan

The class teacher will meet with the child and his/her parent to discuss what strategies they intend to use in order to meet the child's needs. Targets will be formulated and parents will sign the target card as an agreement that the support required is appropriate.

Do

The agreed support is put in place and monitored by the school SENCo. Support will be carried out by both the class teacher and TA, and if appropriate, an intervention group that runs outside of the classroom may be required.

Some targets may involve participation in an intervention or booster group to target specific areas of learning. Examples of these are:

- Literacy: Jolly phonics, Focus on SPAG, Accelerated/Accelwrite, Dandelion readers and Project X Code;
- Numeracy: 1st Class at Number, RM Maths and Numicon;
- Communication and interaction: Time to Talk, Lego Therapy or Spirals;
- Sensory/physical: Sensory Circuits and 5 a day;
- Social, emotional and mental health: circle-time and individual or group self-esteem/confidence group.

These interventions are usually carried out by a trained TA in consultation with the school SENCo.

Review

Parents and teachers will meet to review targets, once a term or whenever a target has been met or a new target has been identified. The child will be actively encouraged to take part in the review and will be involved in identification of next steps and the setting of new targets. The SENCo may be involved in this meeting, especially if inadequate progress has been made.

- 5.6 Review of progress and support

All children's progress is constantly being assessed and this is the same for children with SEND. Children's progress is assessed by performance in lessons, assessments, engagement within school life, relationships within the school community, behaviour around the school and observations from outside professionals. Support for children with additional needs is reviewed on a termly

basis and parents and carers are encouraged to take part in these reviews through conversations with school staff.

5.7 Specialist support

If a child has gone through the 'Assess, Plan, Do, Review' cycle and does not make progress, then the advice of external agencies will be sought. The SEND Specialist Service (formerly Specialist Teaching Team) can be accessed, with parental permission, to assess what more can be done for the child. New strategies may be identified and carried out, using the previously mentioned target card system.

If additional services are required, then the Common Assessment Framework (CAF) process will be initiated. The CAF is a document which details the child's difficulties and what strategies have been used in the past. This forms a gateway to additional help from specialist local services. These services include:

- Speech therapists
- Occupational therapists
- School nurse
- Educational psychologist
- Specialist teachers (e.g. ASD, Dyslexia, Dyspraxia, etc)

Most children who need specialist support, improve once precise strategies have been put in place, however, some need extra help through an additional adult in the classroom. In this instance the school and parents, along with specialist services, would apply for an Education and Health Care plan (EHC) which would enable the school to fund an additional adult in the class to support the child on a longer basis.

5.8 EHC plans

An EHC plan is for children and young people aged 0 – 25 and is for children with complex needs that cannot be met by the support put in place by their school or college. It focuses on identifying individual outcomes and puts children, young people and their families at the centre of the assessment, planning and review process. EHC Plans have the same protection in law as a Statement of SEN.

Parents or carers, young people over the age of 16, early year's settings, schools, colleges and any professionals working with a child or young person can request an EHC needs assessment.

Once the Statutory Assessment and Resources Team (START) receive a request, they will gather information about the child or young person's needs and the support that is already in place for them. Parents, carers, the child or young person, their school, college and any of the professionals working with them already may be asked to provide information. This process of gathering information will usually take four weeks (20 working days) but may in some circumstances take six weeks (30 working days).

When all the information has been gathered a decision whether to carry out an EHC needs assessment will be made. This decision will be made by the Local Authority following discussion with the EHC needs assessment panel who act as an advisory body. The panel is made up of Senior SEND officers, head teachers and senior representatives from Social Care and Health. If the panel agrees that your child is eligible for a plan an EHC needs assessment will be completed. If the panel decides that your child is not eligible for a plan, START will contact you to explain why an assessment will not be carried out. They will make sure that you are aware of other sources of support and can meet with you to discuss the decision. If you are not happy with this decision, you can take part in disagreement resolution or mediation services.

There are statutory timescales for all local authorities. The process from requesting an assessment to issuing an EHC Plan can take up to 20 weeks.

6. Training

Staff are constantly undergoing training and professional development to update their skills and knowledge, most of which happens in-house during staff meetings. More recently, staff have had training on the new SEND reforms and Dyslexia-friendly classrooms. However, each new academic year, staff are reminded of good practice and are given updates on school practices and procedures that they need to implement as part of the everyday running of the classroom.

7. Transition

At Haslingfield we are aware that all children find key transition points tricky, whether it be from Foundation stage to KS1, KS1 to KS2 or from Primary to Secondary school. Time is spent with all children to prepare them for these transitions and this is no different for children with SEND.

Sometimes children with SEND require additional preparation and settling in time and we have strategies and procedures in place to make this as easy as possible. We liaise with parents and external agencies to ensure the support we provide during these transition periods is appropriate. We also have good links with the secondary school SENCo, who ensures they get to know the child and their parents as much as possible.

8. Contacts

If a parent or carer has a concern about their child, the first and best port of call is their class teacher either by a quick word at the end of the school day, or through contacting the office to make an appointment.

If a parent or carer has questions or concerns relating to the school's SEND provision or procedures, they should contact the school SENCo for further information. Alternatively, the Headteacher can be contacted if the SENCo is unavailable.

For a copy of the SEND letter to parents please see attachment.

For more information on the new code of practice and the local offer see <http://www.cambridgeshire.gov.uk/send>

9. Storing and managing information

Electronic records of documents are stored on the school server. Any emails relating to individual pupils are only exchanged through the county email service. Paper copies and correspondence are stored in a locked filing cabinet in the staff group room.

10. Accessibility

Please refer to school Accessibility plan

11. Dealing with complaints

All complaints regarding SEND will be dealt with through the school's complaints procedure.

12. Bullying

Refer to the school Positive Behaviour and anti-bullying policy.

13 Monitoring and review

The governing body will review this policy annually, or sooner if necessary, or in response to changes in national SEN policy.

Appendix 1

SEND Code of Practice Letter

Dear Parents,

New arrangements for supporting children and young people with special educational needs and disabilities.

On the 1st September 2014 the Government introduced a new SEND Code of Practice. This new law has resulted in changes to the way that children with SEND receive support from school and the services we work with, such as health and social care. It will take approximately three years to implement these changes, with the aim of creating a greater focus on personal goals, increased family involvement and improved rights and protections for young people in further education and training.

Statements of special educational needs are being replaced by a single education, health and care (EHC) plan for children and young people with complex needs. The EHC plan will place much more emphasis on personal goals and will describe the support children will receive while they are in education or training. Children with an EHC plan will have access to a 'personal budget' which will give parents more input into the support their child receives. The amount given and how it can be spent, is something that parents would agree with their local education authority.

If your child already has a statement of SEN, they will be transferred to the new system within the next three and a half years. The transfer is likely to happen around transition points in your child's education such as when they move from primary to secondary school.

For children with less complex needs, but who still require help, we are introducing a new system called special educational needs (SEN) support which replaces School Action and School Action Plus. The new process will be similar, but will build on our current school system of creating target cards to document the extra support or intervention some pupils need. We will follow the newly-named cycle of 'Plan-Do-Assess-Review', involving parent and child in both the target setting and review process.

Some parents have expressed concern that their child will lose support because of the changes, however we can assure you that this will not be the case. The definition of special educational needs or the basis on which councils determine whether a child needs a statutory assessment has also not changed.

The local education authority has published a 'local offer' which lists the support and services that parents and children can access under the new system. Our school website also has links to further information regarding the new code of practice.

In the meantime, your child's teacher will be in touch to arrange a meeting to discuss target setting for this term. Your child is actively encouraged to be part of this meeting.

If you have any questions regarding the new code of practice and what it means for your child, please call the office and I will call you back with as much information as is available to me.

Yours sincerely,

Suzanne Wernham
SENCo

SEN, v7, Jan 16