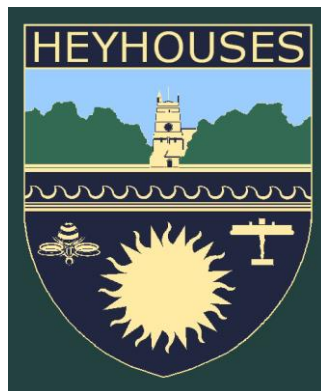


Heyhouses C.E. Primary School

SEND Policy

(Special Educational Needs and Disabilities)



Reviewed by staff: April 2018

Approved by Governors: April 2018

Next review: April 2019

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1. Aims and objectives

This SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and/ or disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Our School Mission Statement:

"We seek to enable children to reach their full potential educationally, spiritually and socially, so that they may become all that God has created them to be."

This statement confirms our commitment to valuing the individuality of all our children.

Heyhouses Church of England Primary School is an inclusive school and we aim to provide the highest standards of education within a caring and stimulating environment for all of our pupils.

Within this supportive environment we aim to:

- Nurture all children to develop into happy, independent learners with mutual respect for each other.
- Ensure that quality first teaching is in place in all areas of school so that all children benefit from excellent teaching every day.
- Provide an accessible broad, balanced and differentiated curriculum.

- Ensure that every child feels valued and able to participate in the life of our school.
- Build on each child's strengths ensuring they achieve their potential in all areas of their development.
- Celebrate the achievements of all children.
- Give all children a voice to involve them in discussing their experiences, successes and targets.
- Meet the needs of every child by adapting provision in so far as it is reasonably practical.
- Communicate effectively with parents and carers so that families are aware of the pupil's progress and how home and school can work together.
- Work effectively with outside agencies when the child's needs cannot be met by school alone.
- Further develop skills and expertise of staff in understanding, and meeting the needs of, children learning with a range of additional needs.

In order to achieve these aims we will:

- Carefully monitor, assess and track children's progress at regular intervals during the school year.
- Seek to identify the needs of children with SEN or disabilities as early as possible.
- Have high aspirations and expectations for children with SEN and disabilities.
- Work to overcome all barriers to learning by making adaptations or specific provisions in teaching methods, resources or communication methods.

We acknowledge that children make progress at different rates and that they have own preferred styles of learning. Teachers take account of this when they plan lessons and teach. If you have any concerns regarding your child's progress or well-being, then please speak in the first instance to your child's class teacher or to Mrs Sarah Bashora (SENCo) to discuss your concerns.

2. Legislation

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice (September 2014) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- Equality Act 2010

This policy has been created by the SENCo, in liaison with staff and has the full agreement of the Governing Body.

3. Identification

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

There are four broad areas of need recognised in the SEND Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

At Heyhouses we consider the needs of the whole child. We acknowledge that some pupils may have inter-related needs in more than one area.

Some pupils may be struggling to make progress because of other factors which are not categorised as SEN such as: poor attendance and punctuality, poor health, frequently moving schools, having English as an Additional Language (EAL,) being in receipt of Pupil Premium or being a Looked After Child.

In accordance with the Code of Practice 2014 the School will not identify behaviour as a Special Educational Need. Any concerns relating to a child or young person's behaviour will be described as a response to an underlying, specific need which we will seek to recognise and identify clearly; for example a social or emotional difficulty.

Early Identification

At Heyhouses Church of England Primary School we recognise that early identification of a Special Educational Need is essential in order to make any necessary provision to enable a child to reach their potential. We identify children with SEND through:

- Contact with Early Years settings or previous schools
- Liaison with parents
- Monitoring and tracking the progress of all children by an ongoing process of planning, teaching and assessment

Children with SEND may be identified at any stage of this process during their school life. Teachers' ongoing observations and assessments will provide information about areas where a child is not making satisfactory progress. These observations may be supported by formal assessments such as Baseline Assessment, Phonics Screening, SATs or the use of PIVATS. In addition to school assessments we occasionally request additional diagnostic assessment from outside agencies.

Teachers will consult with the SENCo whenever a child is making less than expected progress. They will consider what else might be done to enhance progress – making improvements or alterations to the learning environment, the tasks, teaching materials and the teaching style should always be considered. Additional support may need to be put in

place. Teachers will meet to discuss concerns with parents/carers and the SENCo can also meet with parents at any stage. Progress will continue to be monitored until the next review. If progress doesn't increase this review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision (SEP) and the child would be registered as receiving SEN Support.

This early identification and assessment is the first stage in the graduated approach recommended in the SEN Code of Practice 2014.

4. A Graduated Approach to SEN Support

SEN support arises from a four part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are:

- Assess • Plan • Do • Review.

ASSESS:

The teacher and SENCo will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered to discover what is important to the pupil and how best we can support them.

PLAN:

Pupils and parents will be involved in the planning process as much as possible. The pupil and their parents/ carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Intervention programmes, additional adult support or individual strategies that are additional to those provided as part of the school's usual differentiated curriculum will be put in place. The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme. This support must be delivered alongside high quality teaching.

Parents and pupils will take away a copy of the Learning Plan for the term. The Learning Plan will include the expected outcomes which promote learning in small achievable steps, actions, strategies and provision to be used. A review date will also be set.

DO:

The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

REVIEW:

The progress of the pupil will be reviewed at the end of the specified period of intervention. Meetings with pupils and parents happen at least termly. These meetings will also decide whether the child needs to remain as receiving SEN Support. This review will form the basis of further assessment and either the updating of the Learning Plan or a child no longer requiring SEN support. In some cases a more detailed SEN Support plan may be needed. The • Assess • Plan • Do • Review cycle will continue so long as it is needed. However, if the outcomes for the child are not improving despite SEN Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan.

The school's Local Offer indicates the type of provision we currently offer to pupils with SEN and disability. It is reviewed annually and can be found on our school website:

<http://www.heyhouses.lancs.sch.uk/>

5. Statutory Assessment of SEN and Education, Health and Care Plans

If our school is unable to meet the needs of a child from our existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEN Support, then we may request a statutory assessment from the Local Authority (LA,) which may lead to an Education, Health and Care (EHC) plan. Previously these were called Statements of Special Educational Need.

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place. The information submitted by the school, or requested by the LA if they agree to carry out a statutory assessment, may include:

- The child's Learning Plans
- Records of reviews with pupils and parents, and their outcomes
- A Common Assessment Framework (CAF)
- Medical/ health information eg. from Paediatricians, Speech and Language therapists, Occupational or Physiotherapists, CAMHS
- National Curriculum attainment, and wider learning profile
- Educational and other assessments, e.g. Educational Psychologist
- Views of the parent and the child
- Involvement of outside agencies eg. specialist teachers, Children's Social Care

If the Local Authority (LA) agrees to a statutory assessment, it must assess the education, health and care needs of that child. From this information, it must then be decided whether or not to issue an EHC plan.

Further information can be found on the LA website:

<http://www.lancashire.gov.uk/children-education-families/>

EHC plans bring together a child or young person's education, health and social care needs into a single, legal document. The document sets out what extra support they will

get to meet those needs. When a child receives an EHC plan we ensure that the detailed provisions for the child are put in place.

EHC Plans must be reviewed at least annually. The SENCo initiates the process of inviting relevant people to the meeting. This can include pupils, parents/carers, relevant professionals from within school and outside agencies and a representative from the LA. Reports can also be provided from all parties which will inform the review meeting and are particularly important should they not be able to attend.

The review will be child-centred, looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now and in the future
- how best to support the child
- questions to answer/ issues we are struggling with
- action planning, the setting of new targets and provisions needed

The SENCo will record the outcomes of this review meeting, any amendments needed to the EHC plan and ensure that the information is sent to the LA. Any changes to the Plan will be made by the LA if necessary and the amended plan will be forwarded to parents and school to be agreed. Changes will then be finalised.

6. Supporting Pupils and Their Families

Heyhouses CE Primary School is committed to working closely with parents and carers. We have a number of initiatives to develop closer working relationships in place. Parents can meet regularly with school staff informally and formally by appointment. Concerns and successes are shared. Individual arrangements for additional communication may be in place eg. Home-school communication books, weekly chats, Home-school reward systems. Many parents of SEND children have strong links with our Pastoral Manager Mrs S Richardson, who is often involved in supporting children's social and emotional needs.

Parents/ carers are invited to be involved at every stage of their child's progress, through liaison with the class teacher and SENCo. Parents are encouraged to be involved with target setting for Learning Plans which can be discussed at termly parent interviews/ meetings with the SENCo. Some home activities may be provided. Parents of children with EHC Plans will also be invited to a yearly review, along with relevant professionals from outside school, and the pupil themselves if this is appropriate.

Our school website has a SEND area with access to this policy, our Local Offer and our SEN Information Report. It also has a link to services provided by Lancashire County Council: <http://www.lancashire.gov.uk/children-education-families/> which in turn signposts parents/carers to local support groups, national organisations and other suggested services.

7. Supporting Pupils with Medical Needs

As a school, we recognise that pupils who attend with medical conditions should be appropriately and properly supported so that they have full access to education. This includes school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care Plan This brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2014) is followed and adhered to.

Where medication needs to be administered during the course of the school day reference can be made to the school's Administration of Medicine policy.

8. Roles and Responsibilities

The SENCo

The SENCo is currently Mrs Sarah Bashora. Mrs Alison Townsend supports the SENCo role with particular responsibilities in the Early Years and for children transitioning from Nursery to School.

The SENCo will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN Governor

The SEN governor is currently Mrs Nikki Kimber.

She will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Governing Body on this. Updates on SEND, and discussions around provision and progress, take place in the Curriculum Committee.
- Work with the headteacher and SENCo to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The Headteacher will:

- Work with the SENCo and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Work with the SENCo and Senior Leadership Team to identify areas for development in special educational needs and contribute to the school's improvement plan.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class and the day-to-day responsibility for addressing the needs of their pupils.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy
- Engaging in, and implementing, training relating to SEND and improving outcomes for all pupils.

Teaching Assistants (TAs)

- The contribution by support staff in the day-to-day implementation of the SEND Policy is highly valued and forms a crucial part of the success of the Policy.
- All TAs are expected to deliver quality provision, under the guidance of the Class Teacher and SENCo.
- TAs can be involved in the identification, curriculum differentiation and assessment of pupils with SEND
- Some TAs are trained to deliver specific interventions
- TAs are encouraged to discuss issues relating to SEND with the SENCO. Where individual and group training needs are identified of support staff, the SENCO or Head will facilitate training.
- Training to meet the needs of TAs is arranged according to whole school and individual pupil needs.

Parents and Carers

We believe that parents/carers have a fundamental role to play in helping children to learn and develop in all aspects of their life. We regularly inform parents about what and how their children are learning by:

- Holding parents' evenings twice a year (Autumn and Spring) to discuss children's progress.
- Sending an annual report (Summer Term) to parents, which explains the progress made by each child and indicates how the child can develop their learning.
- Updating the year group website areas which have half-termly overviews and useful information for each year group
- Open Door policy
- Holding welcome meetings at the start of each school year or transition to a new Key Stage to explain relevant developments in their child's education, the expectations for each year group and to explain to parents how they can support their children with homework.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Do their best to keep their child healthy and fit to attend school and ensure that their child has the best attendance record possible.
- Ensure that their child is equipped for school and for taking part in activities.
- Inform us if there are matters outside school that are likely to affect a child's performance or behaviour at school.
- Promote a positive attitude towards school and learning in general.
- Fulfil the requirements set out in the home/school agreement.
- To carry out recommendations from specialists where possible. For example to carry out speech and language programs provided by Speech and Language therapists.
- To support the recommendations in the Learning Plan.

9. Training and Resources

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher and / or the SENCO. Governors will ensure that there is a suitably qualified SENCO who has the time necessary to undertake the role and support teaching staff. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Regular contact between class teachers and the SENCO is essential to ensure that needs are being met. Teaching assistant time is allocated to ensure pupils receive the individual support outlined in the Learning Plans and teachers are responsible for ensuring this takes place and is monitored. .

Training for teachers and teaching assistants is provided both within school and through other professional development activities. Training needs are identified through Appraisal reviews, the School Improvement plan and individual pupil needs eg. training for pupils with a specific need such as sign language.

The SENCo will be supported to enhance their knowledge, skills and abilities through courses, attendance at Cluster Meetings or from the support of other professionals. The SENCo will keep abreast of current research and thinking on SEN matters

The SENCo will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff. SEND training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members. External agencies may be invited to take part in, or lead, staff training.

Funding is deployed in the budget to meet the cost of SEND provision. This includes the purchase of learning materials and programmes. The school uses funding to provide external professional advice and support for individual pupils in line with their EHCP and in relation to needs.

Funding received for a Education Health and Care Plan is allocated to ensure appropriate provision.

10. Confidentiality

Information collected about a pupil's SEND is confidential and will only be communicated to involved persons with the knowledge and agreement of the pupil's parents/carers, the Head or the SENCO, unless the school has Safeguarding concerns.

Confidential information regarding a pupil's SEND is kept in the pupil's electronic or paper SEND file. The SEND File will contain copies of original documents. Class teachers/ Teaching Assistants will maintain files which are working documents.

The SEND register, Learning Plans and assessment data are held electronically and are password protected. These records cannot be accessed by the students. When information needs to be disposed of (e.g. removal from the SEN register, changes to circumstances), the School confidentially disposes of such data on request.

Relevant information is transferred securely when a child moves to a new school setting.

11. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality
- Safeguarding and Child Protection
- Medicine
- Anti-Bullying
- Admissions

12. Monitoring arrangements

This policy and the SEN information report will be reviewed annually, and it's success will be evaluated by the SENCo, Senior Leadership team and the Governing Body.

It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Body.