

# Hillmorton Primary School



## SEND Policy

## **Introduction**

At Hillmorton the emphasis is on a whole school approach to special educational needs with the staff adhering to a model of good practice. We are committed to identifying and providing for the needs of all children in a wholly inclusive environment enabling all pupils to achieve their full potential.

## **Objectives**

- To have regard to the Code of Practice on the identification and assessment of special educational needs.
- To work in partnership with the child, parent/carers, all staff, governors and outside agencies.
- To ensure that class teachers use a range of differentiation strategies to provide effective learning opportunities for all pupils.
- To ensure that children identified with SEN receive provision that is additional to or different from that provided as part of the school's usual differentiated curriculum.
- To recognise the importance of early identification of children's difficulties.
- To draw up targets tailored to each SEN child's needs that are reviewed regularly with the child, parent, teacher and any support services.
- To enhance self-esteem by setting appropriate SMART targets that have taken into account the views and opinions of the individual pupils .
- To use a variety of approaches to support the class teacher and child, including small group and individual support.
- To include the child within the class, wherever and whenever practicable.
- To endeavour to use all resources appropriately and efficiently.

## **Code of Practice**

The Code of Practice offers guidance designed to help schools make provision for pupils with special educational needs following Identification and Assessment of Special Educational Needs.

The following pages set out the model of Assessment and Provision that Hillmorton School will provide in line with the new Code of Practice.

## **Areas of Need**

Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The areas of need are:-

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

## **What are special educational needs?**

"The law says that a child has special educational needs if he or she has:

- a significantly greater difficulty in learning than the majority of children of the same age, or a disability which makes it difficult to use the educational facilities generally provided locally); and if that learning difficulty calls for
- special educational provision (ie provision additional to, or different from, that made generally for children of the same age in local schools).

This SEN policy details how, at Hillmorton, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that class teachers are able to identify and provide for those pupils with special educational needs through quality first teaching and appropriate differentiation.

We recognise that all teachers are teachers of pupils with SEN and are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. They will be supported by the SENCo and the Senior Leadership Team to ensure that good quality first teaching with appropriate differentiation is in place.

At Hillmorton we believe in early intervention in order to ensure all pupils are able to make good progress. At Key Stage 1 we support pupils with interventions such as Reading Recovery and Every Child Counts which are individual daily sessions with highly experienced teachers. Throughout the school we use a reading intervention called Boosting Reading Potential (BRP) which is closely monitored by our Reading Recovery teacher.

In order to meet the needs of some pupils with emotional difficulties we run a small group called The Hub, which is designed to provide a flexible approach to raising achievement and self-esteem alongside building trusting relationships with peers and adults. This group is run by staff who have qualifications from The Nurture Network. Pupils are selected for this provision through consultation with parents and class teachers and by using the Boxall Profile, an assessment tool which provides a framework for assessing and measuring progress with emotional difficulties. Due to the nature of this provision the group does not run with temporary staff and staff absence is only covered by trained members of staff.

### **English as an Additional Language**

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Lack of competence in English must not be equated with learning difficulties as understood in the Code of Practice. We would look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. Advice would be sought from the EMTAS team when necessary.

### **School Model of Assessment and Provision**

In identifying children who may have special educational needs we can measure children's progress by referring to:

- their performance monitored by the teacher as part of ongoing observation and assessment

- the outcomes from baseline assessment results
- their performance against the Year Group Expectations within the National Curriculum
- their progress against the objectives specified in the Sheffield STAT assessment grids
- standardised screening or assessment tools.

We hold regular Pupil Progress meetings and Parent Consultation evenings where both teachers and parents may raise concerns about a child's progress. A decision to make SEN provision will involve the class teacher and the SENCo considering all the information gathered about the child's progress alongside national data and expectations of progress.

Pupils are only identified as having SEN if they do not make adequate progress from their starting points once additional class based adjustments have been made.

Adequate progress can be defined as that which -

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour

Where progress is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively

### **A Graduated Approach to SEN support**

If your child is identified as having Special Educational Needs additional interventions will be provided and your child will be given individual learning targets. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed termly with the SENCO, parents and pupil.

If these interventions do not lead to adequate progress the school may decide that the pupil requires help over and above that which is normally available within the classroom. The SENCo will advise on further strategies and resources to support the child and extra provision will be provided by the SENCo or SEN TA.

We regularly review the quality of teaching for all pupils and work to improve the class teachers' understanding of strategies to support vulnerable pupils and their knowledge of the most frequently encountered SEN difficulties.

If the school feels that the pupil has a higher level of need we will draw on more specialised assessments from external agencies and professionals. We regularly liaise with and seek additional advice from outside agencies such as The Early Intervention Service, The Pre- School Team, Educational Psychology, Speech and Language Therapy, The Integrated Disability Service, Occupational Therapy, Primary Mental Health Services and The Autism Team. This is always with parental consent and may result in one off or regular visits from these agencies.

The above is a graduated response of action and intervention when a child is identified as having special educational needs. The interventions are a means of matching special educational provision to the child's needs, and are therefore part of the continuous and systematic cycle of planning, action and review within our school to enable all children to learn and progress. Our aim is for children to close the gap with their peers and to gradually need less intervention in order to be successful.

## **Statutory Assessment of Special Educational Needs**

If despite following all recommendations from outside agencies and providing a high level of additional intervention the child's needs remain so substantial that they cannot be met effectively within the resources normally available to the school then we would make a request to the Local Authority for a Statutory Assessment of the pupil's needs. This assessment can be triggered through:-

- a request for an assessment by the school
- a request for an assessment by the parent or
- a referral by another agency e.g. health authority, social services.

When a child is brought to the attention of the LA by a request for a statutory assessment, the LA must decide within six weeks whether to carry out such an assessment.

In considering whether a statutory assessment is necessary, the LA will pay particular attention to:

- evidence that the school has responded appropriately to the requirements of the National Curriculum, especially the section entitled "Inclusion: Providing effective learning opportunities for all children"
- evidence provided by the child's school, parents and other professionals where they have been involved with the child, as to the nature, extent and cause of the child's learning difficulties
- evidence of action already taken by the child's school to meet and overcome these difficulties
- evidence of the rate and style of the child's progress
- evidence that where some progress has been made, it has only been as the result of much additional effort and instruction at a sustained level above that which would normally be expected from schools.

Once all the advice requested for the statutory assessment has been received the LA must decide whether or not to draw up an Education Health and Care Plan. The LA may decide that the degree of the child's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an EHCP."

(Special Educational Needs Code of Practice DfES 2001 p.95 8.1)

When an EHCP is made teachers will monitor and informally review progress during the course of the year using both the normal monitoring arrangements for all pupils as well as writing IEPs as appropriate.

All EHCPs must be reviewed at least annually, but if a child's special educational needs change, a review is held as soon as possible to ensure that the provision specified in the EHCP is still appropriate.

Where the school is unable to fully fund provision for a pupil with a EHCP from the delegated SEN funding then application can be made to the LA High Needs Block to seek additional funds to ensure appropriate provision.

## **Individual Education Plan**

An IEP may be used to plan the interventions for individual pupils with SEN.

This would focus on up to three or four key individual targets and would include information about:

- the short term targets set for or by the pupil
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria
- outcomes (to be recorded when IEP is reviewed)

## **Group Education Plan**

When pupils in the same group, class or subject lesson have common targets and hence, common strategies a group learning plan can be drawn up rather than producing IEPs for each child.

## **Monitoring and Reviewing Progress**

The Headteacher, SENCo and class teacher will meet termly at Pupil Progress meetings to monitor and evaluate the impact of provision and to plan next steps. IEPs will be continually kept under review and will be evaluated termly.

## **Medical Information**

The school database is updated as and when information comes into school. Any major changes are passed on to the teacher straight away. Updated class medical information is passed on to the teacher every term and kept in the class SEN file.

A medical diagnosis or a disability does not necessarily imply SEN. It is the child's educational needs rather than a medical diagnosis that must be considered. However medical conditions may have a significant impact on a child's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore consultation and open discussion between the child's parents, the school, the school doctor or the child's GP and any specialist services providing treatment for the child will be essential to ensure that the child makes maximum progress.

The school recognises that pupils in school with medical conditions should be properly supported so that they have full access to education, including 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 and may have a Statement of Special Educational Needs or an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Arrangements are in place in school to support pupils at school with medical conditions and parents/carers may access the schools' policy for supporting pupils with medical conditions.

## **The role of the SENCO**

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with special educational needs
- liaising with and advising teachers
- liaising with class teachers and teaching assistants
- overseeing the records of all children with special educational needs
- acting as a link with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- attend appropriate training to support the role, to disseminate to staff and to use the school development plan to implement new developments
- working closely with the nominated Special Needs Governor
- monitoring, evaluating and reviewing the special needs budget in relation to provision for individual needs and deployment of support staff.
- regularly attending the SENCo network meetings in order to keep up to date with local and national updates in SEND
- managing resources to enable appropriate provision to be made.

## **The Role of the Governors**

The role of the Governing body is to have due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. School has a named SEN Governor to have specific oversight of the school's provision for pupils with Special Educational Needs. This includes ensuring all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel. Our Governor responsible for SEND is Mrs Sarah Cowen.

## **Partnership with Parents and those with parental responsibility**

"Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them."

(Special Educational Needs Code of Practice January 2002 p.16)

We actively encourage all of our parents to support their child through positive attitudes, giving user-friendly information and effective communication. However all staff should be aware of the pressures a parent may be under because of the child's needs.

To make communications effective professionals should:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the children's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoint

- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings.

We will ensure that parents are fully involved in any discussions leading up to a school's decision to request a statutory assessment.

We will help support families with the Common Assessment Framework process (CAF) in order to access support such as counselling and advice on accessing parent support groups or positive parenting strategies. We also seek support from Parent Partnership who liaise with families of children with SEND.

### **Partnership with Pupils**

We will continue to work towards positive pupil involvement in decision-making related to their development. Most children have their own views on how they see their special needs which may give insight into the problems experienced by both pupils and teacher. From an early age, children with SEN should be actively involved at an appropriate level in discussions about their IEP's, including target setting and review arrangements and have their views recorded. Children should be encouraged to share in the recording process and in monitoring and evaluating their own performance so that every achievement is given a sense of worth, developing confidence and self-esteem.

### **Allocation of resources**

The SENCO 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 and Education Health and Care Plans.

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Headteacher and the SENCO meet annually to agree on how to use funds directly related to statements and the notional SEN budget.

### **Complaints Procedure**

Parents/carers are asked to speak to the class teacher, SENCO or the Headteacher in the first instance. If the matter is not resolved then parents should contact the SEN Governor or the Chair of Governors in writing.

### **Reviewing the policy**

The School's SEN policy will be reviewed annually and updated and amended as necessary.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE( February 2013) Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014) Safeguarding Policy
- Accessibility Plan Teachers Standards 2012