

Policy & Procedure

Huncote Primary School



SEND Policy 2019-2020

Statutory Policy

COMPLIANCE

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

- Equality Act 2010: advice for schools DfE May 2014 and June 2018 (Gender Separation in mixed schools)
- SEND Code of Practice – updated January 2015
- Statutory Guidance on Supporting Pupils with Medical Conditions - December 2015
- The National Curriculum in England Key Stage 1 and 2 Framework document – updated May 2015
- Teachers' Standards 2012
- Children and Families Act 2014

This policy has been created in consultation with governors, staff, pupils and parents of Huncote Primary School.

It should be read in conjunction with all other school policies, particularly: Equal Opportunities, Teaching and Learning, Child Protection/Safeguarding, Accessibility and Equalities. It is an essential part of all curriculum policies.

At Huncote Primary School, the Special Educational Needs Co-ordinator, known as the SENCo, is Mrs Jill Matthews who is also the Assistant Head teacher. Mrs Matthews can be contacted via the school phone: 0116 2864105 or by email to: eyfs@huncote.leics.sch.uk

This policy can be accessed through the school website (www.huncoteprimary.org) or as a paper copy, if requested, from the school office.

All staff have a responsibility for maximising opportunities and achievements for all learners – specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive, sensitive and ambitious attitude is shown towards all pupils at all times. This policy outlines principles and practice.

Aims

Huncote Primary School's intention is 'Learning for Life.' Pupils are encouraged to do this by 'Aiming high in all we do'. We therefore aim to:

- Provide a vibrant, stimulating and caring environment;
- Encourage our children to thrive academically, socially and emotionally;
- Engage our children in a creative, inspiring and inclusive curriculum;
- Motivate and inspire our children for a life-long love of learning;
- Work together within our school community to prepare our children for the challenges of modern life;
- Provide and promote a safe philosophy for the whole school community.

These aims are achieved through effective working partnerships between staff, pupils, parents, governors, other schools, the Local Authority and the wider community. They are reflected through all school policies and schemes of work.

Context

All children have a right to learn. For some children this will be more difficult than for others.

At Huncote Primary School, we believe that all children have a right to a full, enriching and enjoyable curriculum, irrespective of race, belief, gender, background or ability. We aim to meet each child's requirements, making necessary adaptations and taking into account their needs and wishes. We consult with children, parents and outside agencies to help support our good practice. Strengths will be acknowledged as well as difficulties, so that adaptations may be made relevant to the individual child. We focus on individual progress as the main indicator of success.

Every child is valued. Every child is an individual with a personality, needs and interests. We believe in the right of children to feel safe and to enjoy their school experience – thus developing the whole child, academically, socially, physically, morally, emotionally and spiritually.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. SEN Code of Practice (2014: Para 1.24)

Through our SEND policy we aim to:

- Provide the highest possible standard of education for all pupils;
- Raise aspirations of pupils with SEND, and those working with them, to be ambitious for their success and well-being;
- Ensure all pupils have every opportunity to achieve their full potential.

We will achieve this by:

- Ensuring pupil progress is tracked systematically and action is taken to address need at an early stage;
- Identifying those with special educational needs;
- Ensuring all class teachers are well trained and equipped to support different additional needs;
- Keeping up to date with research and best practice ;

- Working in a co-operative, productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners;
- Listening to pupils and parents, working in partnership with them, respecting their views and concerns;
- Building capacity within the school to recognise and support a wide range of need on a day to day basis;
- Promoting children's self-esteem and emotional well-being through our Route to Resilience work and helping them to form and maintain worthwhile relationships based on respect for themselves and others;
- Offering quality provision which meets needs, is value for money and leads to good outcomes.

Definition of Special Educational Needs

Taken from Section 20 of The Children and Families Act 2014:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- *Have significantly greater difficulty in learning than the majority of children of the same age: or*
- *Have disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

A child under compulsory school age has special educational needs if they fall within the definition above or would do so if special educational provision was not made for them.

Identifying Special Educational Need

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We understand that many pupils, at some time in their school life, may experience difficulties affecting their learning, and we recognise that these may be long or short term. At Huncote Primary School, we aim to identify problems as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential.

Any of the following can trigger a concern:

- Parent/carer
- Child
- Class teacher or Learning Support Staff
- Widening gap or failure to close a gap between self and majority of peers
- Feedback from service providers
- Records transferred from another school
- Base line and on-going assessments
- EYFS/Year 1 Phonics results/KS1 results
- In-house testing and assessment
- Pupil tracking

There are four broad areas of special educational need. These areas are to help the school identify and provide for needs rather than to label a child or put them in a particular category. The needs of the child will be identified with consideration of the 'whole child' not just their special educational needs.

1. Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty in saying what they want to, in understanding what is being said to them or in understanding the social rules of communication. This area of need includes children with speech and language delay, impairments or disorders, hearing impairment, and those who demonstrate features within the autistic spectrum.

2. Cognition and Learning

Children with cognition and learning needs (C and L) learn at a slower pace than their peers even with appropriate differentiation. This area of need includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

3. Social, Emotional and Mental Health

Children with social, emotional and mental health difficulties (SEMH) may exhibit a range of the following behaviours e.g. be withdrawn or isolated, display disruptive or disturbing behaviour. They may be hyperactive, or have disorders such as attention deficit disorder or attachment issues.

4. Sensory and/or Physical Needs

Some children have a disability which prevents them from making use of the educational facilities provided. They may require specialist support or equipment to access their learning. This area of need includes children with sensory, multi-sensory and physical difficulties.

Children will not be regarded as having a learning difficulty solely because of the language or form of language of their home, is different from the language in which they will be taught. All schools have a duty to make reasonable adjustments in accordance with current Disability Legislation. Children with poor behaviour, 'Looked after children', poor attendees or those

with medical need, for example, will not necessarily be considered as having special educational needs. There may be a range of considerations that impact on progress and attainment but these, in isolation, are not SEN issues.

Supporting Children with SEND – A Graduated Approach to Support

The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching P88 section 6.37

Quality First Teaching is an entitlement for every child.

Children who are falling behind their peers and therefore causing concern, will be monitored by teachers and supported with school resources. Assessment for learning, attention to learning styles, preparatory and over-teaching will resolve many issues for learners. High quality teaching differentiated for individuals is the first step in responding to pupils who may have SEND. The school regularly and systematically reviews the teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN most frequently encountered.

Where progress for any child is inadequate, the class teacher will make provision that is additional to and different from that provided as part of the usual differentiated curriculum offered, to enable the pupil to learn more effectively. Whatever the level of difficulty, the key test of how far the learning needs are being met is whether the child is making expected progress.

Expected progress can be defined in a number of ways:

- Closes the gap between the child and peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting from the same baseline but less than that of the majority of peers
- Matches or better the child's previous rate of progress
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's attitude and behaviour for learning

Teachers will identify the specific support being used in the class to address a pupil's weaknesses. A record will be kept of support and outcomes. At this first stage, a One Page Profile (1PP) will be drawn up with the pupil under the direction of the Class Teacher. (1PP - See Appendix A) The pupil will be invited to contribute their ideas about how they can best be supported. Progress (usually in reading, writing and/or maths) will be reviewed at parents' evenings each term and at pupil progress meetings between the Class Teacher and the Headteacher/SENCo. In some cases an individual or group plan will be drawn up identifying three or four targets, agreed with parents, and identifying approaches to achieve these. At this stage support is devised and delivered by school staff using formative assessments and early assessment materials and is known as *School Support*. These targets will be recorded on an Individual Support Plan (ISP). (See Appendix B) This was previously known as an Individual Education Plan (IEP). Each child will continue to have a One Page Profile (1PP) which enables them to identify the best way to provide support for their needs.

The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- presents persistent social, emotional or mental health difficulties which are not modified by the positive behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Where a child continues to have difficulties, despite quality support, advice will be sought from external services. This stage is known as *Specialist Support* and involves outside agencies in advising and/or working to assess the nature of the need and helping plan more specific support. It will be important to record all external advice and support received – this will be kept as part of the child's SEN records.

Should a child fail to make progress, despite quality teaching and targeted interventions, it may be necessary to apply for additional funding to secure further support. We will use appropriately qualified personnel from 'outside agencies' to make assessments and inform further action. Where the school recognises that there may be a significant cost to the school to secure support for the child, due to significant and sustained learning issues, a *High Needs Support Plan* will be devised in consultation with parents and all those involved in the child's education and welfare. An application may be made for High Needs Funding to the Local Authority, having regard to the criteria for funding provided through the SENA service. The school will be responsible for managing any funds received.

In some cases children will have a wide range of complex issues, including health and welfare, which are impacting on their education. Where the need is such that significant support is needed from a range of sources, an application will be made to the Local Authority for an Education, Health and Care plan, which will be drawn up in consultation with the parents, the

child and the relevant services. This will be reviewed annually and will last for the duration of a key stage. At the end of each key stage, need will be reviewed and considerations of age and the next stage of development taken into account when planning provision.

Please refer to Appendix C for a summary of graduated support.

Supporting Children and Families

We listen to and act upon the concerns of parents. All staff are alert to the pressures that parents and families may be under because of a child's needs. We actively encourage parents to support their child through positive attitudes, giving user friendly information and effective communication. We work in partnership with parents, recognising their knowledge and expertise in relation to their child. We will make parents aware of the SEND Information Advice and Support Service (SENDIASS <http://www.leics.gov.uk/parents> or SENDIASS@leics.gov.uk) available as part of the LA Local Offer and keep our school website up to date with relevant information. SENDIASS was formerly known as the Parent Partnership Services.

The views of the child with SEND will be considered at all stages of support so that they understand why they are working in a particular way and what the expected outcomes are.

Further information can be found on the LA website about the Leicestershire Local Offer, which outlines service provision in the county and support available to parents and children with SEND.

National Tests

Children entering SATs tests will be considered for access arrangements or withdrawal from the tests if their special needs are such that they could not attempt the tests without additional provision. The SENCo will follow statutory guidance when considering the application for additional access arrangements.

Transition

At Huncote Primary School, children may stay with the same teacher for one or two years. A transition day is held in the final week of the summer term when all children visit their new classes. At the end of this day, parents are invited in to view their children's work and to make contact with their child's next teacher. Any concerns can then be raised. Open assemblies enable parents to keep abreast of the work their children are doing and give a chance to familiarise themselves with methods and standards. Parents' evenings and regular informal contact through an 'open door' policy provide good opportunities for parents and teachers to talk informally.

Children transferring to High School have a planned transition programme. Less confident children can be accompanied to the High School by an LSA from Huncote Primary School for additional meetings. Children with SEND are also given the opportunity to visit the feeder high school for an extra session as part of a small group. SENCos liaise and records are passed on.

Children entering school at YR, visit the school in a series of planned meetings and they are accompanied by their parents/carers. A new intake information evening held during the summer term enables parents to meet the teaching team and pass on information relevant to the development of their child. On occasion, pre-school providers involve the SENCo and class teacher in pre-school meetings for children causing concern.

When the school is alerted to the fact that a child may have a difficulty in learning, they will make their best endeavours to collect all relevant information and plan a relevant, differentiated curriculum.

Managing Medical Conditions

The school recognises that pupils at 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 children may also have special educational needs/disability and may have a statement or Education, Health and Care Plan which brings together their special educational, health and social care provision.

At Huncote Primary School, we support children, where possible, with medical conditions. In some cases the provision of staff training may need to occur prior to supporting a child.

Please refer to the policy for Managing Medical Conditions in School

Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. The LA is the admitting authority for Huncote Primary School. Schools cannot refuse admission to pupils with special educational needs unless that need would seriously compromise the learning of other pupils and there are no reasonable steps that can be taken to prevent any incompatibility. The LA makes the final decisions on admissions.

Facilities for Pupils with SEND

The school complies with relevant accessibility requirements. Being a school with an increasing number on roll, and with restricted space, there are increasing limitations for withdrawal groups.

The building can only be accessed by wheelchair users using the front door and at present, there are limited changing/shower facilities on site. One toilet for disabled users is available as part of the EYFS base and this includes shower facilities. Another toilet for disabled users is available in the community centre. However, this is accessed through the school hall and community centre hall in full sight of other users. The accessibility plan is available from the website.

Responsibilities

The SENCo has responsibility for:

- The day to day operation of the school's Special Educational Needs and Disability Policy
- Liaising with and advising class teachers
- Liaising with external agencies including, educational, medical, social and voluntary services
- Deployment of Learning Support Assistants
- Monitoring effectiveness of support programmes and services
- Ensuring parents are fully involved in positive outcomes for their children's learning
- Implementing a programme of annual review for children with statutory assessment/Education and Health Care plans
- Overseeing records of all children with SEND including Individual Support Plans and One Page Profiles
- Liaising with relevant schools to ensure smooth transition between phases and places of education
- Liaising with the SEND governor and keeping abreast of national/local developments through network meetings and relevant training

Teachers are responsible and accountable for the progress and development of pupils in their class at all stages of SEND support. At all stages teachers work to develop independent, confident learners. They are responsible for managing support staff and resources in their class and liaising with parents.

The Governing Body endeavours to ensure the best possible provision for Special Educational Needs/Disability at Huncote Primary School. All governors understand their duty of care.

The SEND Governor has responsibility to:

- assist and advise the governing body on fulfilling its special education responsibilities;
- ensure children with Special Educational Needs/Disability are included in activities with other children, so far as this is reasonably practical and compatible with good education for all;
- ensure budget allocation takes account of staffing, training, resourcing requirements for individual children;
- be aware of the implementation and effectiveness of the school's policy by monitoring for example -
 - i. The existence of accurate and up to date record keeping, including achievements
 - ii. The number of review meetings held at least termly for pupils with SEND
 - iii. Feedback from pupils, parents and staff
 - iv. The standards and progress of pupils with SEN
 - v. Awareness of the nature of needs and the demands these make.

Training and Resources

Training needs are identified by staff themselves or by the SENCo to meet the needs of children in school or those known to be coming into school.

All staff undertake induction on taking up post. With new Class teachers, support is given by members of the Senior Leadership team and the SENCo to ensure that the needs of individual pupils are provided for.

Training for Learning Support Assistants may be through in-school continuing professional development or through specialist services e.g. Autism Outreach Team.

The SENCo regularly attends LA briefings, networking via termly SENCoNet meetings and TELA SENCo (Thomas Estley Learning Alliance) meetings, to keep up to date with local and national developments and to share best practice.

Monitoring and Evaluation

Pupils' progress is monitored using a variety of methods: evaluation of targets on the ISP, standardised tests, teacher assessment and small steps trackers. Quality of teaching is monitored through learning walks, book-scrutiny and pupil interviews. Class Teachers are responsible for the intervention support given to children in liaison with the Head and Assistant Head/SENCo. This is reviewed termly for effectiveness.

Parent and pupil surveys; feedback on reports and at parent's evenings; and SEND review meetings also inform our work.

Complaints

Should a parent or carer have a concern about special provision made for their child, they should, in the first instance, discuss this with the class teacher/SENCo. If the concern continues this should be referred to the Head teacher, who will try to resolve the matter and can advise on formal procedures for complaint. At all stages parents are able to seek advice from the SEND Information Advice and Support Service (SENDIASS).

Please refer to School Complaints Policy.

Useful documents

Special Educational Needs Code of Practice DfES September 2014

Children and Families Act 2013

Other information may be found on the Department for Education and Skills website: www.dfes.gov.uk/sen

Agreed & adopted by The Governing Body of Huncote Community Primary School

Signed.....

Date

SEND/Disadvantaged Governor

This policy will be reviewed every year or as required by legislation

Appendix A - One Page Profile (1PP) template

<p>One Page Profile</p>	<p>Insert photo</p>
<p>Name _____</p>	
<p>Year Group/Class _____</p>	
<p>What most people appreciate about me:</p>	
<p>What is important to me:</p>	
<p>How best to support me: </p>	
<p>For more information see: My ISPs since: Agency reports :</p>	

Huncote Primary School 2019-2020 1PP

Appendix B - Individual Support Plan (ISP) template

Huncote Primary School		SEND ISP 2019-2020		
Name:		Year Group:	Teacher:	
Date of placement on SEND record:		Area of Need:	SEND status: SEND support	Term: Autumn / Spring / Summer
Date of ISP:				
ISP target (Assess and Plan)	Success Criteria (Assess and Plan)	Strategies and support (Do) including provision	Review including date	Outcome
Monitoring and evaluation: <i>Monitored by JKMatthews</i>			Future action:	

Appendix C

Huncote Primary School SEND Graduated Support Provision

Stage of Support	Monitoring 1Page Profile	School Support Individual Support Plan	Specialist Support Individual Support Plan	High Needs Support Plan	Education, Health and Care Plan
Nature of Support	Quality First Teaching/ additional support using school's resources Drawing up of One Page Profile to identify/acknowledge the best way to support pupil.	Quality First Teaching/additional support using school's resources	This may be advisory or direct input with the pupil It may or may not require some level of funding from the school	Additional support to access the curriculum due to significant and sustained educational needs. The school may apply for High Needs Funding, enabling the school to more effectively support the child.	This plan considers a number of needs which include a combination of education, health and welfare/social issues. Additional funding will be available to meet the child's needs.
Criteria for placement	Working below age expectation Making below expected progress	Working below age expectation Making below expected progress	Some children will go straight to this stage if they have a specific need requiring specialist advice eg children requiring input from Speech and Language Therapist or Autism Outreach Team. Other children will progress to this stage if they are continuing to make insufficient progress over a significant time at the previous stage	Insufficient progress is being made and standards are significantly below expectation. Child meets the criteria specified by the LA	Where a child has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education, Health and Care Plan
Moving on	Child will remain at this stage if making progress but still below standard Re-evaluate at the end of the term or before is need arises	Child will remain at this stage if making progress but still below standard	Child will remain at this stage whilst there is a need for external support	Child will remain at this stage whilst significant modifications/support is essential to access the curriculum. Annual review	Child will remain at this stage whilst need remains subject to annual review.
Criteria for exiting	Child is making expected progress and attaining at the expected, or just below the expected standard for their age	Child is making expected progress and attaining at the expected, or just below the expected standard for their age	When the child no longer needs specialist support they may be removed from SEND support altogether or move back to 'School Support'. Progress is as good as, or better than, expected	If progress is such that significant modifications and support are no longer required to enable access to the curriculum.	At the end of each key stage, the child will be reviewed and a decision made whether a plan for the next phase of education is required.