

# Hedon Primary School

## Special Educational Needs Policy

Approved by committee 4<sup>th</sup> February 2014

Approved by full governors 23<sup>rd</sup> September 2014

Reviewed 20<sup>th</sup> January 2017, 12<sup>th</sup> November 2019

Reviewed every 3 years unless policy changes.

**This policy complies with the statutory requirement laid out in the SEND Code of Practice 025 (Sept 2014)3.65 and has been written with reference to the following guidance and documents:**

- **Equality Act 2010**
- **SEN Code of Practice 0-25 2014**
- **Children and Families Act 2014**
- **Schools SEN Information Report Regulations 2014**
- **Statutory Guidance on Supporting pupils at school with medical conditions 2014**
- **The National Curriculum in England Key Stage 1 and 2 2013**
- **Safeguarding Policy**
- **Accessibility Plan**
- **Teachers Standards**

At Hedon Primary School, we are committed to promoting the highest possible levels of achievement to ensure that each individual pupil reaches their potential and to value all learners equally while developing their enthusiasm for learning. We focus on the outcomes for children.

**We define SEND in the following way:**

*“Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.*

*Children have a learning difficulty if they:*

- *have a significantly greater difficulty in learning than the majority of children the same age; or*
- *have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.” (SEND Code of practice 2014)*
- *have an emotional or behavioural difficulty that impedes the child’s own learning, or that of other children.*

The current legal definition of special educational provision for children aged two or over is:

*“educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA (other than special schools)”*  
[Children and Families Act, Section 20]

### **Our Vision**

Our vision is the equality of opportunity for, and inclusion of, all pupils.

Hedon Primary School aims for inclusion and the removal of any potential barriers - physical or otherwise - to learning and achievement. We see inclusion as a process by which we develop our policy and practice to include all pupils.

We aim to create a supportive yet challenging environment which values difference and recognises the achievements of all children and leads to personal standards of excellence.

**The objectives of our SEND policy are as follows:**

- To identify students with special educational needs and disabilities as early as possible so that appropriate provision can be made and their needs met and attainment raised
- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To work within the guidance provided in the SEND Code of Practice 2014.
- To allocate staffing and resources in ways which reflect differing individual needs and to ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them and that targets set are appropriate and achievable based on identified need
- To plan an effective curriculum to meet the needs of children with SEN which is stimulating, focused and challenging
- To involve parents/carers in the identification and review of the targets set for individual children and those targets identified in the child's Individual Education Plan;
- To ensure that learners express their views and are fully involved in decisions which affect their education
- To communicate with the Governing Body to enable them to fulfill their monitoring role with regard to the SEND Information Report
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision of children with special educational needs
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**SEND facilities Within Hedon Primary School**

Our SEND Information Report is available on our website and gives information about how Hedon Primary School provides for SEND.

**Children With Physical Disabilities**

Hedon Primary School is committed to the inclusion of pupils with physical disabilities. The school aims to provide full access for disabled pupils to the broad and balanced curriculum offered at Hedon Primary School. The school works with professionals to ensure that the physical and personal care needs of children with physical disabilities are also met.

At Hedon Primary School we believe that children are only really included if they take an active part in learning. All staff will develop professional working partnerships to enable children with physical disabilities to be as independent as possible and to achieve their own personal standards of excellence.

Children are supported by teaching assistants according to need. The school is supported by visiting physiotherapists, occupational therapists and speech and language therapists. Effective working partnerships have been established between the school and these outside agencies. Children with disabilities are fully included in mainstream classes.

## **Roles and Responsibilities:**

The governing body will;

- Appoint an SEND Governor.
- Do its best to ensure that the necessary provision is made for any child who has special educational needs.
- Have regard to the Special Educational Needs Code of Practice(2014) when carrying out its duties towards all children with special educational needs
- Have a written SEND policy containing the information as set out in the SEN Code of Practice.
- Report to parents/carers on the implementation of the school's policy for children with SEN in the school profile and school prospectus.
- Ensure they are up to date and knowledgeable about the school's SEN provision, including how funding, equipment and personal resources are deployed.
- Perform the duties as outlined in the Special Educational Needs and Disability Act (2001) including publishing a 3 year Disability Equality Scheme Access Plan.
- Ensure the appointment of an appropriately qualified SENCO.

Currently the SENCO is Mrs Georgina Ingham who is responsible for coordinating the provision of special educational needs throughout the school. **The role of the SENCo is to:**

- Ensure day to day operation of the SEND Policy and the Deployment of Teaching Assistants.
- Provide advice to staff, liaise with them and where necessary support the completion of Special Educational Needs & Disability Plans.
- Work alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that the children make progress.
- Line manage the 1 to 1 Teaching assistants.
- In consultation with class teacher, set up, monitor and review SNSPs.
- Oversee and maintain resources for special educational needs
- Liaise with outside agencies
- Contribute to and, where necessary, lead the continuing professional development of staff.
- Monitor, evaluate and report on the provision for children with SEN to the Head and governing body.
- Coordinate the range of support available to children with SEN.
- Together with the class teacher liaise with parents/carers of children with SEN
- Maintain and monitor a Provision Map which details the various programmes and arrangements in place to meet identified needs.

## **Identification and assessment arrangements and review procedures.**

The school follows the guidance contained in the SEN Code of Practice (2014). This recommends a graduated approach. The Code does not assume that there are rigid categories of special educational need, but recognises that children's needs and requirements may fall within or across four broad areas.

These are:

- Communication and Interaction;
- Cognition and Learning;
- Social, Mental and Emotional Health;
- Sensory and/or Physical.

As outlined in the Teachers' Standards 2012, **teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or support staff.** Where possible, we will meet every child's need within the classroom through ensuring that planning, teaching and approaches are high quality and effective.

At Hedon Primary School, the quality of teaching for all pupils is regularly and carefully reviewed, including those children 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 the SEN most frequently encountered.

Hedon Primary School has a graduated approach to SEND as recommended in the SEN Code of Practice (2014):

**Wave 1:** Initially, children receive inclusive quality first teaching for all, which will include the provision of differentiated classwork. Some children at this level may be on our concern list as we are carefully tracking and reviewing their progress.

**Wave 2:** If concerns continue or increase, then children may receive additional, time-limited and targeted interventions to accelerate their progress to help them work at age-related expectations.

**Wave 3:** If there are still concerns, children will receive highly personalised interventions to accelerate their progress and enable them to achieve their potential, with the possibility of outside agency support. It is only at this stage that a child will be placed on the School's list of children with SEND at 'School Support Stage'.

Teachers carry out termly teacher assessment of all children using a range of sources including observations, class work and class based assessment. These are recorded continuously throughout the year in the SEND assessment profiles. These are issued for any child identified with SEND. The profile contains a 'pen portrait' of the individual child, stating their needs and the best strategies to meet those needs within the classroom. This is updated yearly and as required by the class teacher, and moves with the child throughout the school. There are also assessment sheets in which the goals to measure progress are broken down into small, more achievable steps. This progress is monitored by the SENCo termly.

Pupil progress meetings/discussion are held termly with teachers and phase leaders from which we track and identify children who are not making expected national progress.

If teachers have concerns about pupil progress or attainment, parents will be contacted to discuss these concerns so they can share their views and any additional support can be agreed. The SENCo may then administer a test of hearing and receptive vocabulary (BPVS II) with the child, as a measure of academic aptitude. These results will inform how best to proceed to meet the child's needs.

If a learner is identified as having SEND, we will provide support intended to overcome the barrier to their learning. This will be 'additional to' or 'different from' the differentiation approaches and learning arrangements normally provided as part of the high quality, personalised teaching.

When providing support we engage in a 4 stage process: Assess, Plan, Do, Review

Assess – this involves taking into consideration all the information from discussions with parents or carers, the child, class teacher and assessments.

Plan – this stage identifies the barriers to the learning, intended outcomes and details what additional support will be provided to overcome the barriers. The plan will form the basis for termly review meetings held either as part of parent/teacher consultations or at a separate termly review meeting.

Do – providing the support – extra assistance for the learning or learning aids as set out in the plan.

Review – measuring the impact of the support provided and considering whether changes to that support need to be made. All of those involved – child, parents or carer, teacher and SENCo contribute to this review. This stage then informs the next cycle, if necessary.

Meetings with teachers and assistants are held regularly, as are termly Pupil Progress meetings with Head teacher and SENCo. A Termly Support Plan may be put in place for a child who is not making expected progress, in addition to the interventions the child receives. Parents/carers and the child themselves may have contributed to the content. This will be used as the basis of the evidence required for Educational Psychologist involvement and ultimately, a decision to proceed to an Education Health Care Plan for the child.

There will be a definite emphasis on outcomes rather than amount of provision.

### **Education Health Care Plans**

In a very few cases the child's needs may be such that the school will consider requesting that the local authority carries out an assessment of the child's special educational needs. If this leads to an EHCP then support will be provided according to the banding level on the EHCP- if the authority decides to issue one.

The EHCP will be reviewed at least annually at an Annual Review Meeting.

A child with an EHCP will have a 'Shared Goals Plan' which is drawn up in a multi-professional meeting held once a term in school and attended by the professionals, parents and staff involved with the child. Where appropriate, the child will attend the meeting.

The SENCO meets regularly with those providing interventions in order to discuss progress. The SENCO meets regularly with staff to discuss inclusion and differentiated programmes of work for individual children. Teachers plan weekly to differentiate the curriculum for children with complex learning difficulties.

### **Training and Resources**

Many of the resources used by children having special educational needs are available within the classroom. Money may also be spent on further additional resources, staffing costs and time allocated to the SENCO to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENCO.

In order to maintain and develop the quality of teaching and provision so that they are able to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All training needs of staff are identified and monitored by the SENCO. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The school's SENCO regularly attends the LA SENCO network meetings in order to keep up to date with local and national updates in SEND.

### **Admission arrangements**

Normal admission arrangements apply. The admissions policy is based on the agreed local authority policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access, the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with a statement or EHC Plan, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met. Any variation to the above will need to be agreed by the full governing body.

### **Inclusion and Integration Arrangements**

The school is committed to inclusion and aims to provide equality of opportunity for all pupils.

In line with the Code of Practice, we recognise that all class teachers are teachers of children with Special

Educational Needs and therefore need to adapt their classroom practice in order to include children with SEND

Every teacher is expected to take responsibility for meeting the learning needs of all children in their care and to differentiate the curriculum appropriately. The SENCo will provide guidance and support for staff as they work towards these aims and will help staff to become aware of their children in light of the whole school policy for SEN.

Work will be differentiated by task, support, input or outcome to meet the individual needs of pupils and applies to all children on the Special Educational Needs Spectrum. Support is given mostly in the classroom situation and will be within the context of the on-going class work or current individual education plans. However, if it is deemed necessary, a child may be withdrawn from the classroom situation for support. The SENCO will be aware of this arrangement and the teacher will ensure that the child does not miss vital information due to withdrawal.

Additional planning meetings may be held for children with complex learning difficulties so that all staff can plan as a team and differentiate the curriculum accordingly.

### **The Local Offer**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. For up to date signposting, please visit: [www.eastridinglocaloffer.org.uk](http://www.eastridinglocaloffer.org.uk)

### **Links and Use of outside agencies**

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENCO will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include the Local Education Team including the educational psychologist, learning support team, Physical and Sensory Impairment Support Service team, speech therapist, behaviour support team, health and LA personnel. Any or all of these agencies may be involved in the Provision Map and/ or construction, delivery or review of targets set in children's Individual Education Plans in order to ensure children's attainment is raised.

### **Supporting Pupils and Families**

Parents should refer to the LA local offer for information and support and to access links with other agencies. This is also available on our website, together with Admission arrangements. Transition into the school, from class to class, across key stages, and onto secondary school is managed very carefully for all children, especially those with SEN, and parents are included in all arrangements regarding transition. Close links are maintained with local schools and transition arrangements are in place to ensure continuity of learning when pupils change schools. Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents/carers' contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing where necessary the individual assessment profiles and termly support plans.

### **Supporting Pupils at School with 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 may also have SEN and may have a statement or Education, Health and Care Plan which brings together health and social needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Please see the school's policy on managing the medical conditions of pupils.

### **Transition Arrangements**

The SENCO will liaise with the Head of KS3/Year 7 and the SENCO of the secondary schools for which Hedon Primary School is a feeder. Information and records will be passed on to those responsible for the wellbeing of the child with SEND at the secondary school. For those pupils in receipt of a Statement/EHCP or Enhanced Provision, the SENCO of the new secondary school will be invited to attend the Annual Review in Year 6. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

SEND pupils who are moving between key stages will have transition arrangements in place via the SEND review process.

### **Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

### **Other related documents**

This policy should be read in conjunction with the following documents, all of which are available on the school website:

- Equality Policy
- Equality (accessibility) Policy
- Medical Conditions Policy
- Assessment Policy
- Local Offer

### **Complaints Procedure**

If parents/carers have a complaint concerning provision for their child, they should discuss this with the class teacher in the first instance. If this proves unsuccessful, the matter should be referred to the SENCO and/or Head teacher. If the complaint remains unresolved, the Chair of Governors should be involved and finally, the complaint should be taken to the Local Authority and/or Secretary of State.

### **Criteria for evaluating the success of our policy**

The success of the school's SEN policy will be judged against the aims set out above. Annual success criteria will be reviewed and the Governing Body's Annual Report will detail the successful implementation of the policy and the effectiveness of the provision made. The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. The range of support made in the school each year in response to identified need is detailed in the Provision Maps.