



# **Howes Primary School**

## **Special Educational Needs Policy**



## **Howes Primary School Special Educational Needs and Disability (SEND) Policy**

Howes Primary School is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.

At Howes, every teacher is a teacher of every child including those with SEN.

We have a named SENCO (Mandy Mair) who has achieved the National Award for SEN coordination. Mrs Mair is also a member of the school leadership team.

The SEN Governor is Sue Roberts.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

Inquiries about an individual child's progress should be addressed in the first instance to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to *Mandy Mair – SENCo*.

Please make an appointment with the school office if you wish to speak to the SENCo.

### **Headlines from the 2014 Code of Practice.**

Updated September 2014.

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of Need known as 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENCo.
- There are four broad categories of SEN:
  - communication and interaction
  - cognition and learning
  - social, emotional and mental health
  - physical and sensory
  -
- We work closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child.
- All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.
- We have high expectations of all our children. Children on our SEN register make progress which compares well with the progress made by other children in school.

## Defining SEN

The 2014 Code of Practice says that:

*A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xi

## Special Educational Needs Policy Statement.

Objectives of the School's SEN Policy are :

- To identify at the earliest possible opportunity barriers to learning and participation for pupils with SEND; (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To organise all our activities to ensure that all children are included in the life of the school
- To work closely with parents, sharing information on children's progress and their individual needs
- To continuously develop ways of working to provide the highest quality of provision for all our children within the resources available
- To meet the requirements of current legislation
- To respond to particular pupils flexibly according to the nature of their difficulties
- To support pupils' learning without making them feel different or inferior to their peers
- To enable each pupil to become an independent and confident student
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

This policy sets out how we intend to meet these objectives. The procedures we set out will be reviewed every year to ensure that we are doing all we can to meet the objectives.

**Our Inclusion Team:** Mandy Mair, Lucy Carradine, Petra Waddell, Debbie Bannister and Alison McKenzie

## Arrangements for Co-ordinating Educational Provision for Pupils with SEN

Our **SEN Team as part of the Inclusion Team** will:

- Manage the day to day operation of this policy
- Co-ordinate provision for children with SEN
- Manage the timetables of teachers, teaching assistants and learning mentors assigned to the SEN department
- Liaise with and advise teachers and teaching assistants
- Liaise with the parents of children with SEN
- Liaise closely with external support agencies, where appropriate, to support the needs of individual pupils
- Liaise with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer
- Keep up to date with new initiatives to support pupils with SEN and share good practice with all teachers
- Manage arrangements for monitoring, reviewing and evaluating the effectiveness of provision for SEN

- Aim to ensure all staff have access to training and advice to support quality teaching and learning for all pupils
- Report on the effectiveness of provision to the senior management team and through them to governors

The **Headteacher and Leadership team** will:

- Manage the work of the SEN Team
- Identify resources for SEN
- Plan with the SEN Team how resources are used to support pupils in the most efficient, effective and equitable way
- Set the overall school policy for Inclusion
- Decide whether to put forward pupils for statutory assessment, in consultation with parents/carers

**Class Teachers** will:

- Aim to provide quality first teaching for all pupils
- Plan interventions, adjustments and good quality personalised teaching to allow all children to make progress
- Identify pupils experiencing difficulties
- Closely monitor the progress of these pupils
- Discuss pupils with SEN with the SEN Team and parents/carers
- Contribute to monitoring and review procedures
- Seek to meet all SEN within the overall framework of Inclusion in the school

**Governors** will:

- Identify one governor (or several) with a special interest in SEN
- Report on the effectiveness of the SEN policy in the School Profile
- Use their best endeavours to ensure that pupils' special educational needs are identified and provided for
- Ensure that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for pupils

## **Admission Arrangements**

Once pupils arrive in school, we will:

- Aim to identify pupils with special educational needs as soon as possible and establish their strengths and areas of difficulty
- Discuss the placement of the pupil on the school's SEN register with parents/carers
- Make sure that information about pupils' SEN is passed on to appropriate school staff

When pupils leave the school we will:

- Pass on information about the pupil's educational history to any receiving school
- Complete other transfer documentation as required
- Prepare pupils for their transition to a new setting

## **SEN Specialisms and/or Special Units**

Howes Community Primary School has a Hearing Impaired Unit for Profoundly Deaf children who use Sign Supported English.

We also have experience of working with children with a wide range of disabilities including:

- Dyslexia
- Autism
- Dyspraxia

- Low Muscle Tone
- Speech and Language Disorders
- Attention Deficit Disorders
- Specific Learning Difficulties
- General Learning Difficulties
- Children Who are Chronically ill
- Social Communication Difficulties
- Children whom need Nurture
- Social Difficulties
- Deprivation.
- School Absentees

We have staff who have undertaken specialist training in:

- Specific Learning Difficulties
- Autism
- Speech & Language
- Behaviour Difficulties
- Children's Mental Health
- General Learning Difficulties
- Sign Supported English.

### **Building Adaptations and Special Facilities**

We have the following adaptations and special facilities:

- Wheelchair access to all teaching areas
- Toilets for pupils with disabilities including wheelchair access, changing facilities and a shower unit
- Sound field equipment for pupils with hearing difficulties throughout the school

We will endeavour to extend our facilities as resources become available in line with requirement.

## **Information about the School's Policy for Identification, Assessment and Provision for all Pupils with SEN**

### **The Allocation of Resources to and amongst Pupils with SEN**

The **Governing Body** of the school sets the overall budget available to meet special educational needs taking account of:

- Statutory requirements
- Other budgetary pressures in the school
- Resources identified (but not earmarked) for SEN within the Individual School's Budget
- Availability of additional grants to the school
- Priorities identified in the School Development Plan

The **SEN Team** works with the senior leadership team of the school to:

- Identify the pattern of need across the school
- Establish the most cost effective means of meeting these needs
- Allocate support to groups of pupils and individual pupils, including those with statements of special educational needs
- Ensure that support is allocated to pupils on a fair and equitable basis
- Monitor the progress made by pupils with SEN
- Evaluate the effectiveness of provision for SEN
- Ensure that support staff, including teaching assistants, work within the framework of school policy and practice

## **Identification, Assessment, Monitoring and Review Procedures**

We use the definition of Special Educational Needs in the SEN Code of Practice : “Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.” (page 6) This includes conditions such as: Dyslexia, Dyspraxia, Autism and Hearing Impairment. Difficulties arising from a difference of language between home and school and for those identified as More Able are dealt with through other school policies and procedures.

Special Needs provision will be provided wherever possible alongside other children taking account of:

- The wishes of parents/carers
- The pupil’s needs
- The resources available to the school
- The efficient education of other pupils in the school

We believe that all teachers are teachers of pupils with special educational needs.

Our procedures are designed to offer a graduated response to special needs applying the ASSESS – PLAN – DO – REVIEW cycle.

## **Identifying children at SENS (SEN Support)**

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCo/ Inclusion Manager and a plan of action is agreed.
- Class teachers are continually aware of children’s learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
  - is significantly slower than that of their peers starting from the same baseline
  - fails to match or better the child’s previous rate of progress
  - fails to close the attainment gap between the child and their peers
- Parents sometimes ask us to look more closely at their child’s learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at SEN on our SEN register.

The SENCO is qualified to undertake a range of standardised tests with children. She can use these assessments to add to and inform teachers’ own understanding and assessments of a child. Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. We do however work with a range of other professionals who may make a specific diagnosis.

## **Working with Parents and Children**

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents’ meetings, parent surgeries or during informal meetings to discuss the child’s progress.

It shouldn’t come as a surprise to a parent to learn that their child is being identified as having SEN.

Once a child has been identified as having SEN, the class teacher or SENCO will invite the parents to a meeting to:

- formally let them know that their child is being placed at SENS
- discuss assessments that have been completed

- agree a plan and provision

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting.

Records are kept of these meetings and copies are available to parents.

Thereafter, parents – and children- are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. This may be part of the consultation meeting at parents evening or during surgery sessions.

### **Paperwork for children at SENS (SEN support)**

Once a child has been identified as needing SENS the following paperwork is completed:

- Annually, if relevant, a personal support plan is produced to inform adults working with the child of any specific strategies or adaptations needed for support.
- A Pupil Passport is created and used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and the information may be updated during the year.
- Termly, at progress meetings, an Individual Support Profile may be produced and/or reviewed.

### **Moving to an EHCP (Education, Health and Care Plan)**

If children fail to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan

- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

### **Teaching and Learning**

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

Class Teachers may make bids to the Inclusion Team for additional intervention time from our EAL teacher, SENCO or learning mentors to support specific interventions or work with individual pupils.

The school uses a range of interventions as well as personalised planning. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENCo who monitors overall progress after the intervention.

- Interventions are planned in time limited blocks
- At the end of each block, children's progress towards their targets is assessed and recorded.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

The Inclusion Team monitor interventions to identify 'what works'.

## **Assessment**

The SEN Team may refer pupils with special educational needs to the Learning and Behaviour Support Service, the Educational Psychology Service, or other relevant external agencies. Such referrals will always be first agreed with parents/carers.

Pupils are entitled to forms of assessment which are appropriate and recognise their achievement.

Reporting of a pupil's attainment will be made in the context of the School's Assessment Recording and Reporting Policy.

## **Pupil Participation**

Staff will seek to involve pupils (in an appropriate way) in discussions about their individual programmes.

## **Monitoring**

The SENCo will meet classteachers to monitor pupil progress termly through pupil progress meetings.

## **Arrangements for Providing Access to the Curriculum for Pupils with SEN**

We support access through differentiation, personal support plans, allocating extra support to an individual or group according to set criteria and availability of resources. We develop self-esteem through positive reinforcement, using assessment processes to identify any learning difficulties. We ensure ongoing observation and assessment and provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

## **How pupils with SEN are integrated into the school as a whole**

We seek to be an inclusive school by:

- Using the SEN review procedures to identify any barriers in the way of the pupil and plan appropriate and reasonable action
- Ensuring that all pupils have appropriate learning targets which are challenging
- Valuing the diversity of our pupils of which SEN are a natural part
- Ensuring that our reading stock and resources include stories with positive images of pupils with SEN
- Looking for opportunities within the curriculum to raise SEN issues
- Seeking to make provision for SEN within routine class arrangements wherever possible
- Seeking opportunities for pupils with SEN to work with other pupils
- Encouraging pupils with SEN to play/socialise with other pupils

## **Criteria for Evaluating the Success of the SEN Policy**

The following criteria will be used:

- The amount of identified teaching time available to support SEN pupils
- The number of pupils with special educational needs making progress in line with expectation



- Average reading improvement of pupils receiving support
- The number of planned programmes of intervention and support and their effectiveness
- Careful Tracking and Monitoring of progress within a whole school context
- INSET time allocated to staff development with reference to special educational needs
- The proportion of parents attending or contributing to reviews and consultations
- Recommendations by external agencies are acted upon and incorporated into the curriculum.
- Children are confident and well motivated and are making measurable progress

## **Arrangements for Considering Complaints about the SEN Provision within the School**

In the first instance, complaints should be taken up with school staff directly concerned.

If the complaint is not resolved then the matter should be raised with the Headteacher, who may:

- Arrange a joint meeting with complainant
- Undertake further investigations
- Seek the involvement of external agencies
- Take action to address the complaint
- Decide that the complaint does not warrant any action, and advise complainants of further action they can take

## **Information about the School's Staffing Policies and Partnership with Bodies beyond the School**

### **The School's Arrangements for SEN In-service Training**

- All staff receive In-Service training or information about the SEN Code of Practice and issues relating to Disability
- All staff have the opportunity to receive In-Service training on SEN Procedures in school
- All staff have the opportunity to receive In-Service training on specific disorders and/or disability of children within their care
- All staff have the opportunity to receive training in specific techniques related to differentiation, class management and specific disorders e.g. Dyslexia, Autism etc.
- The SENCO and Head Teacher will identify areas for In-Service training which will be written into the school's development plan.

### **The Use made of Teachers and Facilities from Outside the School Including Support Services**

- External agencies may be used to provide advice and In-Service training for staff especially specific needs as they arise within school
- External agencies may be used to identify specific targets for pupils in line with the school's procedures
- Planning meetings will be held at the beginning of each term to agree a programme of work with the Educational Psychology and Learning and Wellbeing Support Service
- Regular liaison takes place with area health, social services, education and voluntary sector professionals to access the following services:
  - Speech and Language Therapy
  - Physiotherapy
  - Occupational Therapy
  - Child and Adolescent
  - Mental Health Service,
  - (CAMHS) Sensory Support Service
  - Communication and Interaction (inc Autism Support Service CIASS)

## **Arrangements for Partnership with Parents**

The concept of parents as partners is central to the new SEN Code of Practice and the school. Parents/carers should always be kept informed about their child's progress at school and any difficulties should be made known to parents at the earliest stage.

Parents/carers will be encouraged to attend meetings/consultation evenings where they will have the opportunity to express their feelings about their child's progress.

We also offer opportunities through staff surgeries and termly coffee mornings to meet with staff on a more informal basis.

We recognise the value of parents/carers knowledge of their children and will seek to use that information in planning support for pupils.

We seek to work in partnership through:

- Meetings both formal and informal
- Discussing with parents/carers options when pupils leave schools
- Meeting the parents/carers of prospective new pupils to the schools to discuss SEN support
- Induction/Transition Programmes

## **Links with Other Mainstream and Special Schools, Including Arrangements when Pupils Change or Leave School**

We have the following links

- Schools attended by our pupils while on our roll
- Schools our pupils attend when they leave Howes
- Schools in the Cluster

## **Links with Health, Social Services, Educational Welfare Services and Relevant Voluntary Organisations**

We liaise with:

- Health Visitors
- Social Services
- Child Health Service
- National Society for the Prevention of Cruelty to Children
- Community Education
- Child and Adolescent Mental Health Service
- Playgroups, Pre-Schools and Nurseries
- Looked after Team
- Children and Families First Team

## **Contact Details**

For further information about provision for pupils with SEN, please contact the school.

Our Policy has been revised in recognition of the 2014 Code of Practice.

## **POLICY REVIEW DETAILS**

**Updated: January 2015**

**Review: January 2016**