Special Educational Needs and Disability Policy

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Version Control

Version	Last Modified	Last Modified By	Document Changes
2	September 26	Sarah Harris	SENDCO name change

INTRODUCTION

We acknowledge that all children have their own educational needs and for the most part these can be addressed within the school setting. At Heathcote we believe that every teacher is a teacher of every child including those with Special Educational Needs and/or disability (SEND). The Education Act 1996 says that a child has special educational needs and/or disability if they have a learning difficulty which calls for special educational provision to be made for them.

A learning difficulty means that the child:

a) has significantly greater difficulty in learning than the majority of children of the same age

and/or

b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

Heathcote Primary School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to all. All children irrespective of SEND should be fully included in all aspects of school life.
We believe that all children should be equally valued in school. We endeavour to eliminate prejudice and discrimination and to develop an environment where all children can flourish, feel safe and make the best possible progress whatever their needs or abilities.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including: ability, emotional state, age and maturity. We believe that many pupils at some time in their school career may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Heathcote Primary School we aim to identify these needs at the earliest opportunity and provide teaching and learning contexts which enable every child to achieve to their full potential.

AIMS AND OBJECTIVES

•To ensure the SEND Code of Practice (September 2014), which takes account of the Special Educational Needs and Disability Regulations (2014) and the Children and Families Act (2014) are implemented effectively across the school.

•To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.

•To continually monitor the progress of all pupils to identify needs as they arise and to provide support as early as possible through shared responsibility.

•To provide access to an appropriate curriculum through differentiated planning and use of a variety of teaching styles to allow children with SEND to access to the Early Years Foundation Stage and the National Curriculum.

•To provide specific input and intervention at a suitable level when a child is identified as having SEND.

•To use resources effectively to support children with SEND.

•To assess and keep written records of the progress of children with SEND.

•To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.

•To promote effective partnerships and involve outside agencies who can provide specialist support and teaching for children with SEND where appropriate.

•To provide clear up-to-date information through our website about what we as a school can provide and how we can support children with SEND

•To view parents/carers of children with SEND as partners and provide support so they can play an active and valued role in their children's education.

•To recognise that parents/carers of children with SEND hold key information and have unique knowledge and experience to contribute to a shared view of their child's needs and the best ways to support them to achieve their potential.

•To as much as is possible involve children with special educational needs in planning and in any decision making that affects them, for example reviews or transition processes.

•To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.

•To provide ongoing training for all staff working with children with SEND.

EQUAL OPPORTUNITIES

•Staff at Heathcote Primary School value pupils of all ability and support inclusion.

•Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs. There is flexibility in approach in order to find the best support for each child.

•Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs may be part of this process.

•Liaison and planning between specialist provisions takes place where necessary to ensure continuity and progression of children's needs. Review meetings take place, as above to ensure that the most appropriate provision is being made for the child.

ORGANISATION

The SEND Governor

The Governor with responsibility for SEND is Mr Liam Barlett. The Governor has regular contact with the SENDCo and the Senior Leadership team. The Governor is kept up-to-date with, and monitors the school's SEND provision. The Governor also attends relevant training with the SENDCo.

The Special Educational Needs and Disabilities Coordinator (SENDCo)

Miss Sarah Harris is responsible for the arrangements for SEND provision throughout the school.

The Role of the SENDCo:

•To have responsibility for the day to day operation of the SEND policy.
•To maintain a register of children with SEND and ensure that the records on children with SEND are up-to-date.
•To monitor children with SEND and their progress for example through: data tracking, book scrutiny, learning journeys, observations, pupil interviews
•To work collaboratively with all staff to support all children identified with SEND.
•To co-ordinate provision for children with SEND.
•To work closely with the head teacher, Senior Leadership Team and the teaching and support staff in coordinating provision for our children with SEND.

•To work closely with all members of staff, offering support and advice and managing

resources.
•To manage and support teaching assistants who work with individuals or groups of children with SEND.
•To work closely with the parents of children with SEND to ensure good communication and sharing of information.
•To be a key point of contact with external agencies and support services.
•To liaise with outside agencies such as SEND Supported, educational psychologists, speech and language therapists, health and social care professionals (and including early years providers and other schools) to gain advice and support for children with SEND.
•To contribute to in-service training for staff on SEND issues.
•To ensure that the school keeps the records of all pupils with SEND up to date.

The SENDCo will:

•meet each class teacher to discuss SEND concerns and to review progress through relevant documents;
•be alerted to newly arising concerns through the initial '*Cause for Concern'* form;
•discuss issues arising from these forms with the class teacher as soon as possible;
•hold reviews more frequently than termly for some children (where necessary);
•use targets arising from SEND meetings to inform and support whole class approaches to inclusion;
•support teachers in ensuring that relevant documents are distributed to parents termly after reviews have taken place;
•ensure that relevant documentation received from any external agency will be distributed to staff and parents accordingly, and opportunity given to discuss further;
•support reception teachers and meet with staff from partner pre-schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCo either through this meeting or from outside agencies involved.
•ensure that all SEND documentation is forwarded promptly when pupils transition to another school. Liaison with staff at the pupil's new school will take place as appropriate. Transition visits will be arranged where needed.

MONITORING

•The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

•SEND support is primarily delivered by class teachers through Quality First Teaching and adaptive teaching methods. Some children will require additional interventions but won't necessary have a SEND need; this will be dependent on the progress the child makes. Additional support is provided by trained teaching assistants (TAs) throughout

the school alongside direct support from the SENDCo.

•The intervention timetable is reviewed termly by the SENDCo in line with current pupil needs, educational initiatives and the budget. High needs support can be funded through individual allocations from the Local Authority through Education Health and Care Plans.

•Support staff, class teachers, the SENDCo and outside agencies liaise and share progress in order to inform reviews and forward planning.

•The SENDCo, together with the senior leadership team, monitors the quality and effectiveness of provision for pupils with SEND through classroom observation and pupil progress meetings.

•At least once a term the teachers, support staff and the SENDCo review provision to show how we allocate resources to ensure effectiveness.

•Teaching assistants keep records of interventions and the teacher and SENDCo use this information to inform planning and any further support needed.

THE GRADUATED APPROACH

At Heathcote we have a graduated response to the provision and identification of children with a possible SEND.

UNIVERSAL PROVISION

- Quality first teaching, adapted for individual children, is the first step in responding to children who have or may have SEND. In order to make progress this adaptive teaching may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting.

- Adaptive teaching will be recorded in the curriculum planning by the class teacher.

- Monitoring of progress will be carried out by the class teacher and used to inform future adaptive teaching within the classroom setting. Where a period of adaptive curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs is unlikely to be met by such an approach, provision at the SEND support level may need to be

made.

- Teachers observe and assess the progress of all individual children continually and report on a termly basis through our school assessment system. This will provide information about areas where a child is not progressing

- This cycle is assess, plan, do and review.

SEND SUPPORT

"SEND support should take the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes." *SEND Code of Practice 2015*

- SEND support would be indicated where there is evidence that there has been little or no progress made with existing adaptive support and interventions within the classroom, and that barriers to learning are affecting progress in one or more of the following:
    - •Communication and Interaction
    - •Cognition and Learning
    - •Social, Emotional and Mental Health
    - •Sensory and /or Physical

- The responsibility for planning for these children remains with the class teacher, in consultation with the SENDCo.

"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 specialist staff." *SEND Code of Practice 2015*

- A child at this point will have short term targets and goals to achieve and these will be in the form of an Individual Education Plan (IEP)

- Parents will be asked to attend a meeting to discuss placing their child on the SEND register and to be consulted about any adjustments, interventions or support to be put in place. A copy of the IEP will go home so parents can support their child as well as have clear information about their progress. "Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home." *SEND Code of Practice 2015*

- As soon as targets are achieved children will help to create new targets.

TARGETED SUPPORT

- Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialist services. A variety of support can be offered by these services such as: advice to the school about targets and strategies; specialised assessment; or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

- Monitoring and reviews will be at least on a termly basis and teachers and the SENDCo discuss the effectiveness of strategies and interventions and alter if necessary.

EDUCATION HEALTH CARE PLAN

- For a child who is not making adequate progress despite a period of two terms of high level SEND support and in agreement with the parents/carers, the school may request the Local Authority to make an Education Health and Care needs assessment.

- For a child to receive an Education Health and Care Plan (EHCP), the LA will consider a wide range of evidence but particularly:
  - •Evidence of the child's academic attainment and rate of progress;
  - •Information about the nature, extent and context of the child's SEND;
  - •Evidence of the action already being taken by school to meet the child's SEND;
  - •Evidence that where progress has been made, it has only been as a result of much additional intervention and support;
  - •Evidence of the child's physical, emotional and social development and health needs and support provided by other agencies.

- A child who has an EHCP will continue to have arrangements as for SEND support but also may receive additional support that can be provided using any funds made available through their Plan.

- There will be an Annual Review, chaired by the SENDCo, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made to the Plan. Parents, staff, the pupil and relevant specialists will be invited to be involved in this.

Additional Information:

- The SENDCo has completed the post graduate degree in Special Educational Needs.

- Meeting additional needs and inclusion issues are targeted each year through the school's long-term goals and the Learning Improvement Plan.

- In-house additional needs and inclusion training is provided through staff meetings by the SENDCo or other outside services.

- All staff have access to professional development opportunities and are able to apply for SEND training where a need is identified either at an individual pupil or whole class level.

- Support staff are encouraged to extend their own professional development and the leadership team will ensure tailor-made training where this is appropriate.

- Our school SEND information report is on the website and will be reviewed and updated yearly or as any changes to our SEND provision alters.

Heathcote Primary School
Graduated Approach to Supporting Pupils with SEND

Parent/carer/child expresses concern about their learning to the class teacher/other member of staff.

Teacher expresses concerns about child's learning to parents/carers.
SENDCo is informed.

Step 2

An **IEP** is written, discussed and agreed with parents/carers and the child. Small group/1:1 interventions put in place focusing on targets set on **'Provision Map'.** Progress is monitored by class teacher and SENDCo against targets each term.

Possible referral to external service to gain more information about areas of need and identify specific next steps.