

Holly Trees Primary School

Policy for Special Education Needs & Disabilities Policy

June 2016
Reviewed three yearly

Special Educational Needs & Disabilities Policy

This policy complies with the statutory requirements laid out in the SEND code of Practice 0-25 (Sept 2014) and has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- Equality Act 2010
- SEND Code of Practice 0-25 (Sept 2014)
- Schools SEN Information report Regulations (2014)
- Statutory Guidance on Supporting pupils with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Safeguarding policy
- Accessibility plan
- Teachers' Standards 2012

Aim

We aim to provide every child with access to a broad and balanced education. We aim to raise the aspirations of and expectations for all pupils with SEN, providing a focus on outcomes for the children.

Objectives of the Policy

The objectives of this policy are to:

- Create a caring environment that meets with special educational needs of each child allowing them to learn and develop to their full potential;
- Ensure that the special educational needs of children are identified, assessed and provided for as early as possible;
- Operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs;
- Identify the roles and responsibilities of staff in providing for children's special educational needs;
- Provide support and advice for all staff working with special educational needs pupils;
- Enable all children to have a full access to all elements of the school curriculum;
- Ensure that parents are able to play their part in supporting their child's education;
- Ensure that our children have a voice in this process.

Responsibility for coordination of SEN provision

In our school the Inclusion Leader, Mr Peter Collins is responsible for managing the provision for SEN.

Undertaking the National Awareness for SEN Coordination is a member of the Senior Leadership Team (SLT). Hilda Mehmet, Learning Support Supervisor, is also a member of the Inclusion Team & SLT.

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Identifying Special Educational Needs

A pupil has SEN where their learning difficulty or disability calls for special educational provision different from and additional to that normally available to pupils of the same age.

When looking at the needs of pupils to decide whether to place them on the SEN Record, the 2014 Code of Practice identifies four broad areas of special educational needs:

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

Behavioural difficulties do not necessarily mean that a child or young person has SEN and should not automatically lead to a pupil being registered as having SEN.

Other factors may impact on progress and attainment that will not be SEN. These include:

- Disability
- Attendance and punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After child
- Being a child of a Serviceman/woman

A Graduated Approach to SEN Support

We ensure that we are providing quality first teaching. Additional intervention and support cannot compensate for a lack of good quality teaching. The 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.

Where pupils are falling behind or making inadequate progress given their age and starting point they are given extra support. These children are identified by the class teacher initially and also the Inclusion Leader and SLT at Pupil Progress Meetings. Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the Inclusion Leader, assesses whether the child has a significant learning difficulty. Where this is the case, then the child is entered on to the SEN record and receives SEN Support. Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, the school will consider involving specialists, including those from outside agencies.

Where a pupil is receiving SEN support, the school maintains regular contact with the parents and will meet at least termly to set clear goals, discuss the activities and support that will help achieve them and review progress. These are written in Personal Educational Plans (PEPs).

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Four types of action are taken to put effective support in place – Assess, Plan, Do, Review – this is the graduated approach.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, Inclusion Leader and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the Inclusion Leader.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the Inclusion Leader will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Flowchart - see appendix

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Referral for an Educational, Health and Care Plan

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school or parents can consider requesting an Education and Health Care Plan.

Further information about EHC Plans can be found via the Essex Local Offer at www.essex.gov.uk.

Managing Pupils Needs on the SEN Register

All children receiving SEN support have One Page Profiles. These are produced by the school, family and other agencies involved with the child. The purpose of the Profile is to provide a summary of information which can be used by people working with the child to get to know them quickly and ensure they are providing consistent support in the way the child finds most helpful.

Children receiving SEN support also have a 'One Plan'. These are produced by the child, school and parents to set clear outcomes that are specific for the child. They are reviewed termly with the family and child and new outcomes are agreed.

The Inclusion Leader produces and maintains detailed whole school provision maps that show interventions and support that is in the place. These are updated regularly and interventions are monitored to review the impact.

The school uses Essex Provision Guidance to decide on the level of support required. Where the school identifies that it is no longer able to meet the needs of a pupil through its own provision arrangements, we contact other external agencies and services for example Educational Psychologists. The parents are kept fully informed of any support or advice the school receives.

Criteria for Exiting the SEN Register

The progress of children with special educational needs is regularly reviewed. Where a child has made good progress and it is evident that they no longer have needs that are additional to or different from other pupils of the same age, then a meeting is held with the parents and the decision made to remove the child from the SEN record. The child will be continued to be monitored.

Support Pupils and Families

We work hard to include parents in their child's educational needs is regularly reviewed. We firmly believe that home and school should work together in partnership and we are happy to answer any questions and concerns parents may have. We welcome the involvement of parents supporting at home, in class and with specific events or visits. We have an open door approach where parents are encouraged to maintain close communication links with the class teacher, Inclusion Leader and Headteacher. We provide Parent's workshops to build on parenting skills for our parents.

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We have access to a range of services that can provide support for children and their families. These include:

Specialist teacher teams

Behaviour Support

Educational Psychologists

Specialist Health Services such as CAMHS, the school nurse, Occupational Therapists, Physiotherapists

SNAP (Special needs and Parents)

Parents can access the School Information Report via the school website (www.hollytreesprimaryschool.co.uk).

The LA's local offer can be found at www.essex.gov.uk

We are proud of our caring ethos and the high level of support we provide for our children. Children gain in confidence and flourish as a result of the nurture and support that we provide. Children are regularly invited to share their views on their education and the support they are receiving and are directly involved in creating their own One Page Profile. They are aware of their own targets and are involved in setting new targets that are important to them. Achievements, however small, are recognised and celebrated in a variety of ways such as praise, stickers, certificates and individual reward systems.

The admission arrangements for all pupils are in accordance with national legislation including the Equality Act 2010. School admissions are dealt with by Essex County council rather than the school. Parents should apply online at www.essexcc.gov.uk/admissions. For a paper copy of the application form or any further information parents may call Essex County Council Planning and Admissions on 0845 603 7627.

Parents with children who are moving into the area and are interested in transferring to Holly Trees Primary School from another primary school are most welcome to come along and visit the school and meet the Inclusion Leader. We can discuss the individual needs of children and the partnerships already established with other professionals. All documents relating to our school are available on our school website. New class members are allocated a 'buddy' during their first few weeks at school to show them around, explain school procedures and make them feel at home.

We have very thorough systems in place that support transition. In the summer term before a child with SEND is due to start in Foundation Stage, the Early Years Specialist Teacher (EYST) team will make contact with the school to arrange a Team around the child (TAC) meeting. At this meeting, parents and professionals working with the child will agree what needs to be put in place in order to ensure that all staff are aware of the child's needs and that these needs are met from the outset. The EYST will continue to work with the child for the first term and before handing over to the Primary Specialist Teacher.

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The class teacher visits the child at their preschool setting and gathers information from the child's key workers. They also carry out a home visit if parents wish. We encourage children with SEND to make additional visits to school with their key worker during the summer term before starting in Reception Class. Some children are given a transition book which includes pictures and information about their new school.

Children with SEND are well prepared when transferring between year groups. At the end of the summer term, they meet their teacher and visit their new classroom and spend time discussing new routines. Where necessary they will be given a transition book to take home during the summer holidays.

In preparation for the transition of children with SEND to secondary school, a meeting of key staff from both schools takes place in the summer term of Year 6. Additional visits to secondary schools can also be arranged. Copies of the child's records are transferred to the secondary school.

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. The school complies with its duties under the Equality Act 2010. Some children also have SEN and may have a statement or EHCP which brings together health and social care needs as well as their educational provision and the SEND Code of Practice (2014) is followed.

Monitoring and Evaluation of SEND

The monitoring and evaluation of the effectiveness of our provision for children with SEND is carried out in the following ways:

- Classroom observation by the Inclusion Leader and Leadership Team;
- Ongoing assessment of progress made by intervention groups;
- Work sampling on a termly basis;
- Scrutiny of planning;
- Teacher interviews with the Inclusion Leader/Leadership Team;
- Informal feedback from all staff;
- Pupil interviews when setting new PEP targets or reviewing existing targets;
- Pupil progress tracking using assessment data (whole-school processes);
- Monitoring One Plans and their outcomes, evaluating the impact of One Plans on pupils' progress:
- Attendance records and liaison with EWO;
- Regular meetings about pupil's progress between the SENCO, Assessment Leader/The Headteacher;
- Regular meetings between the Inclusion Leader and Governor responsible for SEN.

Training and Resources

We regularly invest time and money in training out staff to improve provision for all students.

Our Inclusion Leader is a qualified and experienced teacher who has achieved the National Award for SEN Coordination. The Inclusion Leader has completed many training courses to support individual needs.

The Inclusion Leader regularly attends SENCO update meetings in order to keep up to date with local and national updates in SEND.

All of our teachers hold qualified teacher status and all staff members, including TAs, receive regular training to best support our pupils with SEND, for example in dyslexia and Autism.

The school has links with The Endeavour School and Southview School.

Accessibility

All children have an entitlement to a broad and balanced curriculum which is differentiated to enable them to understand the relevance and purpose of the learning activities and experience levels of understanding and areas of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives, we differentiate work appropriately and we use assessment to inform the next stage of learning. The school makes adjustments to its premises within reasonable measures to meet the needs of individuals as their needs require.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

We have high expectations of all our children whatever their ability. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:-

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experience;

The school runs a variety of extra curricular activities which change on a termly basis. The clubs are open to all pupils although there are some clubs that are restricted to certain year groups.

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Reviewing the Policy

This policy will be reviewed 3 yearly

Last Review: June 2016

Next Review: June 2019

APPENDIX - Flowchart

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