



Special Educational Needs and Disability Policy

Introduction:

'Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.' SEN Code of Practice, 2015

Dr Dan Poulter Parliamentary Under-Secretary of State for Health

Edward Timpson Parliamentary Under-Secretary of State for Children and Families

As a UNICEF Rights Respecting School, these rights underpin all our work with children:

Article 3: The best interests of the child must be a top priority in all actions concerning children.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 12: Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 31: Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

Article 23: A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community.

STATEMENT OF INTENT

HAVELOCK PRIMARY SCHOOL values the abilities and achievements of all its pupils, and is committed to providing, for each pupil, the best possible environment for learning.

Havelock Primary School aims to meet the needs of children with difficulties and disabilities within the mainstream curriculum, and from a whole school perspective.

THE SEND AIMS OF THE SCHOOL

- 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 enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

We recognise that many pupils will have special needs at some time during their school life, and that these may vary in intensity and kind. In implementing this policy, we believe pupils will be helped to overcome any barriers to their achievement and will have the opportunity to progress and achieve success.

The SENCO, SEN governor, and Headteacher are involved in developing the SEN policy and the School Governing Body approves the policy.

All our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies.

In particular, the SEND policy is closely linked with the school's Teaching and Learning Policy, Behaviour Policy, and Anti- Bullying policy. SEN objectives are reviewed regularly. Action Plans are created and evaluated, and form part of the School Improvement Plan.

All teachers are teachers of children with special educational needs.

All members of staff at Havelock are committed to the use of a relevant and differentiated curriculum, which ensures that all pupils have the opportunity to progress and achieve success. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

The 2015 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. (2015 SEN Code of Practice: 0 to 25 Years)

There are four broad categories of SEN:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has a disability, which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA
- Is under compulsory school age, or would be if special educational provision was not made for the child

Special education provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area
- For a child under two, educational provision of any kind (1993 Education Act, section 156)

Children must not be regarded as having learning difficulties solely because their language, or form of home language, is different from that in which they are taught.

HAVELOCK PRIMARY SCHOOL will have due regard for the Special Needs Code of Practice 2015 when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

We are working more closely with parents and children to ensure that the child's own views and aspirations and the parents' experience of, and hopes for, their child are taken into account.

Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child.

STAFFING

The SEN team of the school is:
SEN Co-ordinator (SENCO)
SEN Learning Support Assistants (LSA)
SEN Governor

ADMISSIONS

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice.

INCLUSION

This policy builds on our Equality Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum.

Our SEN policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN.

EVALUATING THE SUCCESS OF OUR SEN POLICY

The Governing Body will report annually on the success of the policy and, to facilitate this, we have identified specific objectives, which are given under **'THE SEN AIMS OF THE SCHOOL'** at the beginning of this policy.

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils
- External professionals

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

Pupil progress will provide evidence for the success of the SEN policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting specific IEP targets
- Use of standardised tests
- Termly Teacher Assessment
- Evidence generated from termly IEP review meetings

ALLOCATION OF RESOURCES

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

IDENTIFICATION, ASSESSMENT, AND PROVISION

At Havelock Primary School we have adopted a whole- school approach to SEN policy and practice. Pupils identified as having SEN are fully integrated into mainstream classes. Every effort is made to ensure that they have full

access to the National Curriculum and are integrated into all aspects of school life.

The SEN Code of Practice 2015 makes it clear that **all teachers are teachers of pupils with special educational needs.**

All teachers are responsible for identifying pupils with SEN and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Regular assessment is the process by which pupils with SEN can be identified. Whether or not a pupil is making expected progress in their learning is seen as a significant factor in considering the need for SEN provision.

Early Identification

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation and assessment.
- Their performance in the National Curriculum judged against level descriptions.
- Pupil progress in relation to objectives for Literacy and Numeracy in the Primary Strategy
- Standardised screening or assessment tools.
- Reports or observations
- QCA SATs results
- Pupil portfolios

SEN PROVISION

On entry to the school each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning from when a child enters the Nursery. The Foundation Stage is the first stage of the National Curriculum focusing on the distinct needs of children aged 3 to the end of the reception year. The six learning areas are assessed by early learning goals at the end of the Foundation Stage. Children not reaching these goals may be identified as needing additional support.

End of KS1 tests will also be used to identify SEN needs. Children with SEN transferring from another Primary school will have records passed to the SENCO and may be re-assessed on admission to Havelock. The records provided help the school to design appropriate differentiated learning programmes. For pupils with identified SEN the SENCO/Class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess the potential barriers to achievement.
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning

- Involve parents in a joint home-school learning approach

THE RANGE OF PROVISION

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 needs.

The main methods of provision made by the school are:

- Full-time education in classes through a differentiated curriculum, with additional help and support from the class teacher or a Learning Support Assistant
- Working with an adult in a small group
- Periods of withdrawal to work 1 to1 with an adult
- Support from specialists, such as Speech and Language therapists, within the class or as part of a withdrawal programme

ENGLISH AS AN ADDITIONAL LANGUAGE

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. Guidelines advise a period of 2 years for first stage EAL learners to develop a level of English to access the curriculum.

It will be necessary to make an assessment in their home language, as well as their proficiency in English, before planning any additional support that might be required.

MONITORING PUPIL PROGRESS

Teaching SEN pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support.

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between the SEN pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

Where teachers decide that a pupil's progress is unsatisfactory, the SENCO is the first to be consulted. The SENCO and teacher will review the approaches adopted. Where support additional to that of normal class provision is

required, it will be provided through Early Years/School Action. If, after further consideration, a more sustained level of support were needed, it would be provided through Early Years/School Action Plus. Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment. Parents will be fully consulted at each stage. Each of these levels of intervention programmes is detailed in appropriate sections of this policy. The school also recognises that parents have a right to request a Statutory Assessment.

RECORD-KEEPING

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from previous school/phases
- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies such as Speech and Language Therapist, Educational Psychologist, Occupational Therapist, Child and Family Consultation Support Service, Behaviour Support Service

GRADUATED RESPONSE

The Code of Practice 2014 continues to advocate a graduated response to meeting pupils' needs. When they are identified as having SEN, the school will provide support at **SEN Support** level.

SEN SUPPORT

Provision will be through support in class and interventions that are different from or additional to the normal differentiated curriculum. Placing a child on SEN Support can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties, which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

Through consultation with parents, it may be decided that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

PROVISION WITHIN SEN SUPPORT

LSAs are a valuable resource in supporting the learning of SEN pupils, either in supporting differentiated learning activities, or in preparing and providing specific intervention programmes, 1 to 1 or in small groups. Some LSAs are employed to support children with Statements or EHC Plans who have individual funding provided by the LA.

LSAs are recognised as an effective part of the Havelock team. They are observed as part of the Performance Management process, receive feedback, and agree targets. They have opportunities for training and support, through courses or in-school support.

NATURE OF INTERVENTION

The SENCO in collaboration with the class teacher and LSA will decide the action required to help the pupil progress. Based on the results of previous assessments and reviews, the actions might be:

- Deployment of LSA/s to work with the pupil in a small group or 1:1
- Provision of alternative learning materials/ special equipment
- Provision of LSA/s to carry out specific interventions and monitor their effectiveness
- Staff development / training to undertake more effective strategies.
- Access to LEA support services for advice on strategies, equipment, or staff training

NEXT STEPS

Through the process of “Assess, do and review” we track SEN pupils' progress and attainment.

If a pupil has not made progress despite a sustained level of support over time, we discuss these concerns with parents and with the Educational Psychologist at SEN Plan meetings. We will agree the next steps to address their barriers to learning and may then involve external services.

A higher level of intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will require access to pupils' records in order to understand the strategies and intervention employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and work directly with the pupil. Parental consent will be sought for any additional information required.

INDIVIDUAL EDUCATION PLANS

The resulting IEP will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the school may request direct intervention / support from a specialist advisor.

An IEP (Individual Education Plan) contains:

- Short-term targets
- Teaching strategies
- Provision made
- Date for termly review
- Success criteria
- The outcomes and progress recorded at review

The IEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs.

IEPs will be reviewed termly, through discussion between the classteacher and the SENCO. Parents' views on their child's progress will be sought, they will be given a copy of the reviewed and current IEPs, and will have the opportunity to discuss them at parents' evenings, or other agreed times. The school will involve pupils in this process.

REQUEST FOR AN EDUCATION HEALTH AND CARE PLAN (EHCP)

The school will submit an ERSA form to the LA when, despite an individualised programme of sustained intervention within SEN Support, the child remains a significant cause for concern. A Statutory Assessment for an EHCP might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to SEN Support
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Attainment and progress over time
- Literacy/Numeracy attainments and tracking of progress.
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

An EHCP will normally be provided where, after the Assessment process, the LA considers the child requires provision beyond what the school can offer. The process of creating the EHCP involves the child and parents at all stages.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHC Plan
- Of shorter term
- Established through parental/pupil consultation
- Set out in an IEP
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified.

REVIEWS OF EHCPs

EHCPs must be reviewed annually. The LA will inform the Headteacher /SENCO at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these review meetings and invite:

- The child's parent/s
- The child, if appropriate
- Their class teacher and LSA
- The SENCO
- The Educational Psychologist is required to attend Year 5 reviews, which will indicate the provision required in Secondary school
- At Year 6 reviews, the SENCO of the Secondary school attends. This enables the receiving school to plan appropriately for the pupil's needs, and gives parents the opportunity to meet them and ask any questions they may have.
- Any other person the school or LA considers appropriate, involved professionals.

The aim of the review will be to:

- Assess the pupil's progress in relation to the IEP targets
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic Literacy , Numeracy and life skills
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it.
- Set new targets for the coming year

With due regard for the time limits set out in the Code of Practice 2015, the SENCO will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. This will include the views of the parents and the pupil. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

THE ROLE OF THE SENCO

The SENCO plays a crucial role in the school's SEN provision, is a member of the School Management Team thereby giving status to the post and place of special educational needs within the school. The role of the SENCO involves working with the Headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEN
- Liaising with, giving support and advice to fellow teachers
- Managing Learning Support Assistants
- Overseeing pupils' records
- Liaising with parents
- Leading on CPD training session for staff and parents and contributing to all relevant whole school CPD
- Liaising with external agencies, LA support services, Health and Social Services and voluntary bodies.

For effective co-ordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEN pupils
- The commitment required by staff to keep the SENCO well informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about SEN pupils
- Systems that exist to alert the SENCO to any concerns from staff or parents
- The procedure by which parents alert us are informed of this concern and the subsequent SEN provision

Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination of provision, and how they can provide additional information when and if required.

THE ROLE OF THE GOVERNING BODY

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

There is a Governor with particular responsibility for SEND who works with the SENCO at least termly to discuss and monitor the school's SEND provision.

THE ROLE OF THE CLASS TEACHER

The Code of Practice 2014 clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils

- Collaborating with the SENCO to decide the action required to assist the pupil to progress
- Working with the SENCO to collect all available information on the pupil
- In collaboration with the SENCO, develop and review IEPs for SEN pupils.
- Working with SEN pupils on a daily basis to deliver the individual programme set out in the IEP
- Developing constructive relationships with parents.
- Being involved in the development of the school's SEN policy

THE ROLE OF THE HEADTEACHER

The Headteacher's responsibilities include:

- The overall responsibility of all aspects of the school including inclusion and SEN provision
- Keeping the Governing Body well informed about SEN within the school
- Working closely with the SENCO/SEN team
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

SEN CPD

In accordance with the CPD policy all staff are encouraged to attend courses that help them to acquire the skills needed to work with SEN pupils. Part of the SENCO's role in school-based CPD is to develop awareness of resources and practical teaching procedures for use with SEN pupils. As a routine part of staff development, INSET requirements in SEN will be assessed. The Governing Body will undertake a similar review of training needs. The School's training and support needs will be included in the School Improvement Plan.

PARTNERSHIP WITH PARENTS

Havelock Primary School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEN to achieve their full potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

The school considers parents of SEN pupils as valued partners in the process of assessing and making provision for pupils. Depending on age and appropriateness, SEN pupils will also be encouraged to participate in the decision-making processes affecting them.

The school will make available, to all parents of pupils with SEN, details of the parent partnership service available through the LA.

COMPLAINTS PROCEDURE

The school's complaints procedure is outlined in the school prospectus. The SEN Code of Practice outlines additional measures the LA must set up for

preventing and resolving disagreements. These will be explained to parents if required.

LINKS WITH EXTERNAL AGENCIES/ ORGANISATIONS

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEN pupils.

The school employs a Play therapist through the Catholic Children's Society for one day a week who works with targeted pupils and parents on a 1-1 basis.

When it is considered necessary, colleagues from the following support services will be involved with SEN pupils:

- Educational psychologists
- Medical officers, School Nurse, CDT
- Speech therapists
- Physiotherapists
- Occupational therapists
- Hearing impairment services
- Visual impairment services

In addition, important links are in place with the following organisations:

- The local Parent Partnership group with the aim of providing continuity between home and school
- The LA
- Specialist Services
- Education Welfare Officer
- Social Services and SAFE
- Other groups or organisations

SEN POLICY REVIEW

The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice every two years. The outcomes of reviews are used to inform the School Improvement Plan.

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