

# **Hummersea** **Primary School**



## **Special Educational Needs and Disability Policy**

**September 2017**



**Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

As far as possible all children should be given access to a broad and balanced curriculum and regular teacher assessment should take place to provide for each child's needs. This will begin in nursery using baseline assessments and will continue throughout the child's primary school years.

The school is aware of the need for early intervention and will attempt to identify and meet children's needs as soon as possible.

Pupils experiencing special educational needs, either throughout or at any time during their school careers, should be identified and assessed. Appropriate action should then be taken to address the child's problems, be they academic, behavioural or social.

(Differentiated work and activities should be provided within the class.)

### **Aims**

- Where possible give all children access to a broad and balanced curriculum.
- Involve children in their learning experiences and target setting.
- Develop self-esteem.
- The classroom and school environment should make learning exciting, arouse interest and curiosity.
- Support increased inclusion.
- Home and school partnership.
- Regular assessment, reviews and evaluation of children's progress.
- Endeavour to provide suitable resources for all children in both key stages.

### **Objectives**

- Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCO and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. (Educational Psychology Service, Speech and Language Therapy, CAMHS)
- Create a school environment where pupils can contribute to their own learning.

**Responsibility for the coordination of SEND provision**

The S.E.N.D co-ordinator will be responsible for the day to day operation of the schools SEND policy.

The SENDCO will liaise with and advising staff on an informal and or formal basis.

Regular area meetings will be held termly and when necessary additional meetings may be arranged.

Whole staff meetings or training days will be held when necessary.

Where other agencies are involved attempts will be made to involve them in these meetings either in person or involving a written report.

Relevant tests, assessments, observations and children's work may be brought to the half termly meetings in order to clearly identify the children's needs, progress made and set suitable targets for the coming term.

The SEND Co-ordinator, Head Teacher and governing body will be responsible for coordinating provision, working alongside staff and other agencies to provide for each child's individual needs.

The class teacher will be involved in initial discussions with parents and children about causes for concern. These may later also involve the SEND Co-ordinator or Head Teacher.

A SEND register will be kept and the SEND Co-ordinator will oversee the records of all pupils with SEND.

**Admission arrangements**

It is the schools aim to include all children within the schools catchment area who have SEND, provided the school feels they can meet the needs of those children. Assessment, monitoring and regular reviews will be used to ensure the child is provided with the greatest possible access to a broad and balanced curriculum. However if it was felt that a child's need could not be met within school due to:

- A child who's needs are so complex they demand constant individual or very small group work not practicable within the class situation.
- Severe physical or medical conditions involving specialist equipment and or staffing.

Under these circumstances other more appropriate accommodation would be suggested. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

**Specialist SEND provision**

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary. This has included EPS, LSS, BSS, Health and Speech and Language.

**Facilities for pupils with SEND**

The school complies with all relevant accessibility requirements.

The school has ramps allowing wheel chair access to all parts of the building. There is also an assisted toilet.

### **Allocation of resources for pupils with SEND**

Pupils with SEND will benefit from financial support in school from the school budget. Some pupils with additional SEND needs may access additional funding. The additional money would be identified in the EHC plans.

It is the responsibility of the SLT, SENDCO and Governors to agree how the allocations of resources are used. A number of SEND pupils may also receive interventions funded through the pupil premium grant.

As the school has a large proportion of children with SEND all areas needed resources to help cater for these children's needs.

For this reason the majority of funding has been used to provide small classes with teaching assistant support particularly for literacy which is a whole school area for concern.

Learning support and behaviour support have been heavily involved with the school in the past but now are generally used to assess children and advise staff. The Psychological Service is used in a similar way.

Over the years funds have been used to develop a wider and more interesting variety of reading scheme materials particularly for less able children and this will continue.

The school's SENDCO is Reading Recovery trained and whilst the school no longer runs a reading recovery scheme her skills and advice are used to support children and staff.

Computer programmes are available to support literacy and numeracy.

Smart boards and Laptops are available for those experiencing difficulty with writing.

**Identification of pupils needs.**

This should be used in co-ordination of the SEND definition at the start of the policy.

A graduated approach is used at Hummersea Primary School.

Quality First Teaching – The baseline of learning for all pupils.

- Any pupils who are falling significantly outside of the range of expected academic achievement will be monitored.
- Once a pupil has been identified as possibly having SEND, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression.
- The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

Through the above actions it may be determine which level of provision the child will need to move, forward.

- If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The pupil will be monitored by the school due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents evenings. The school, as an aid to further progression and for reference, will record all information.
- Standards (Half Termly) meetings are used to monitor and assess the progress being made by all students. Further meetings may be arranged with teachers to discuss the progress of children who are likely to need SEND support.

## **SEND Support**

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions, which are the most effective in supporting the pupil to achieve good progress and outcomes.

### 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, 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.

### Plan

Planning will involve consultation between the teacher, SENDCO 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 to plan and assess the impact of support and interventions. 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 SENDCO.

### 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 where necessary their parents. The class teacher, in conjunction with the SENDCO 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.

### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, SENDCO, class teacher and Head Teacher.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

### **Education, Health and Care Plans**

- Following Statutory Assessment, if it is decided that the child's needs are not being met by the support that is ordinarily available, the Local Authority may provide an EHC Plan,. The child, school and parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

**Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school. As far as possible, this should be completed while taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child's parents for other arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school.

Staff members are kept up to date with teaching methods that will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

**Inclusion of pupils with SEND**

The Headteacher and SENDCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom, offsite provision and educational experiences off site.

The school will seek advice, as appropriate, around individual pupils, from external support services.

**Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. Parents, staff and pupils are given the opportunity to evaluate the effectiveness of the provision by comments on IEP's.

Pupil progress will be monitored on a half termly basis in line with the schools assessment policy.

SEND provision and interventions are recorded these are updated when the intervention is changed. These interventions are monitored and evaluated by the class teacher and SENDCO, information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

The School offers an Open Door policy where parents can access the teacher, SENDCo and Head Teacher without making an appointment. Further feedback from parents can be given at any time through face to face discussions, telephone conversations and email contact.

**In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The Senior Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEN issues.

Hummersea Primary seeks the support of the Local Educational Psychology Service or Learning support when a need for specialist training is identified.

The SENDCo attends relevant SEND courses, and is a member of the SEND cluster group within the authority.

One member of staff is currently attending National SEND training. Information and learning are been shared with relevant staff.

Teaching Assistants are all highly qualified and have opportunities to attend courses and inschool training alongside teachers.

**Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child's parents.

The schools Attendance and Welfare Officer, School Nurse, Educational Psychologist, Speech therapy and CAMHS are frequently involved supporting families and the school. As we have a high ratio of children with speech problems, Speech therapy work closely with the school.

**Working in partnerships with parents**

Hummersea Primary School believes that a close working relationship with parents is vital in order to ensure:-

- early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- continuing social and academic progress of children with SEND
- personal and academic targets are set and met effectively

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

**Links with other schools**

The SENDCO is a member of the SEND cluster group and attends termly meetings.  
Transition

Links with St Peters Primary, Dormanstown Academy and KTS Special School have been made as children have moved to units in these schools. Staffs at these schools offer support and advice to aid children learning.

When children move to year 7 and transfer to their secondary school, meetings with the SENDCO from the secondary school are held to ensure that they are fully informed about the needs of the child.