

# HARESTOCK PRIMARY SCHOOL

## Special Educational Needs

### STATUTORY POLICY

UPDATED: Spring term 2019

Changes from previous version:

Key roles / role of the governing body / aims & objectives / nature of Intervention / outside agencies & support services / monitoring & evaluation sections included

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### DEFINITION

#### **What are special educational needs?**

As stated in the Special Education Needs and Disability Code of Practice: 0-25 years (January 2015) 'children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.'

The [SEND Code of Practice](#) defines a child with a learning difficulty as a child who has greater difficulty learning than the majority of children of the same age or has a disability which prevents or hinders the child from making use of educational facilities provided for children of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England, health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

### CORE VALUES

The Governing Body, Headteacher, Special Educational Needs Co-ordinator (SENCO/also known as Inclusion Manager), teaching and non-teaching staff will make effective provision for children with special educational needs in accordance with the principles set out in the: Special Educational Needs and disability Code of Practice (2015) and Hampshire County Council Special Educational Needs policy November 2014. All provision will take into account the core values stated within the Hampshire Local Offer (September 2014) and the Harestock Primary SEND Information Report (September 2014). The principles of the Equality Act (October 2010) alongside the Disability Equality Duty within the Disability Discrimination Act will be adhered to. We work in line with the Public Sector Equality Duty (PSED) dated April 2012. We show due regard to the need to i) remove or minimise disadvantages ii) take steps to meet different needs.

### VISION STATEMENT

We believe that every child should enjoy their education and be happy, healthy and safe at school. We will value our children for their individuality, culture and heritage. We are committed to providing a learning environment of excellence with high standards.

Children will learn how to learn as well as acquire knowledge. They will have the opportunity to achieve their full potential in their academic, creative, emotional and social, physical, moral and spiritual development. Learning will be recognised and celebrated by children and adults.

The learning experience and environment will be creative, challenging, exciting, stimulating, relevant and forward thinking. All teachers are teachers of SEN children.

All children will be enabled to access the full curriculum and all opportunities provided throughout the school. Our school will always be a caring place where children and adults make a valuable contribution and are inspired to be creative, think for themselves and feel confident to meet new challenges. All members of the school community will be valued equally.

Our children will respect themselves and others and have an understanding of their role in school and the wider community.

We believe in early intervention; through assessment and monitoring matching provision with need for all children.

We believe effective partnerships between children, staff, parents, governors and the wider community are central to the success of our children.

We recognise that sometimes SEN children require a sensitive approach to having their needs catered for both within and beyond the classroom. They may be offered additional support through small group or 1:1 activities, in order to boost their skills level and confidence.

This SEN policy details how, at Harestock Primary, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

## **KEY ROLES**

### **The Role of The SENCO and what provision looks like at Harestock Primary School.**

Responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy.
- Working with the Headteacher to co-ordinate provision for children with SEN.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEN (together with the Headteacher).
- Liaising with parents of children with SEN.
- Contributing to the in-service training of staff.
- Liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer.
- In conjunction with Headteacher, liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Working with the Headteacher to co-ordinate and develop school based strategies for the identification and review of children with SEN.
- Making regular visits to classrooms to monitor the progress of children on the Register of SEN pupils.

The Head teacher is the responsible person for special education provision. The SENCO is involved at the strategic planning level. There is a designated member of the governing body for SEN. The SENCO is employed by the school for 3 days per week, plus 1 day as a member of the senior leadership team and for the academic year 2018-19 1 day as year 3 / 4 class teacher. She is an active member of local SEN cluster groups. Dedicated time is given to the SENCO to liaise with children, parents, staff, Headteacher and outside agencies.

In addition, SEN Governor and SENCo plan to meet regularly to discuss the school's current strategic needs, provision, assessment and results. The SEN Governor disseminates to the full governing body who ensure that the SEN objectives are being met.

## **The role of the governing body**

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

## **AIMS AND OBJECTIVES**

- To meet the requirements of the SEN Code of Practice (CoP).
- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN.
- To request, monitor and respond to parents'/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To make clear the expectations of all partners in the process and encourage parents to be actively involved in all aspects of their child's education.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development resulting in staff being reflective and effective practitioners.
- To ensure support for pupils with medical conditions and their fullest possible inclusion in all school activities through consultation with health and social care professionals.
- To identify the roles and responsibilities of all staff in providing for children's special educational needs.
- Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum.
- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

### **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 experiences.

### **Teachers respond to children's needs by:**

- Providing quality first teaching across the full school and curriculum.
  - Planning to develop children's understanding through the use of all available senses and experiences.
  - Planning for children's full participation in learning, and in physical and practical activities by differentiating tasks in any area where a child's needs are assessed as different from and/or additional to those of their peers.
  - Helping children to manage and own their behaviour and to take part in learning effectively and safely.
  - Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
  - To involve children by listening to their views and reviewing their work alongside them, particularly when evaluating their progress and setting new targets.

### **NATURE OF INTERVENTION**

The SENCo and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

1. Different learning materials or specialist equipment.
2. Some group or individual support, which may involve small groups of children being withdrawn to work with a member of the school staff on an intervention
3. Extra adult time to devise/administer the planned intervention and also to monitor its effectiveness.
4. Staff development and training to introduce more effective strategies.
5. To access appropriate outside expertise to more closely meet a child's individual needs.

After initial discussions with the SENCo, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programmes in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action.

The SENCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

### **COMPLAINTS**

Should a parent have reason to be dissatisfied with their child's SEN provision their complaint should follow the school's normal complaints procedure. In the first instance, parents should raise the concern with their child's class teacher. If further discussion is needed, the SENCo will be involved and ultimately the Headteacher and Governors.

### **S.E.N TRAINING**

The whole staff team are kept up-to-date with developments in SEN through the internal staff/LSA team meeting structure. These training opportunities are led by school staff, members of outside agencies, teacher advisors or HIAS team member's dependent on the focus. This focus may be triggered by an individual child's needs, a member of staff's performance management, the school's improvement plan or County/Government initiatives. It may be delivered to individuals, a focussed team or whole staff. Provision can be internal or external.

## **MONITORING CHILDREN'S PROGRESS**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not making adequate progress

Adequate progress is where:

- The attainment gap between the child and their peers is prevented from widening.
- The attainment gap between the child and their peers closes.
- The child's previous rate of progress increases.
- Access to the full curriculum is ensured.
- An improvement in self-help, social or personal skills is demonstrated.
- Improvements in the child's behavior is demonstrated.

In order to help children with special educational needs, Harestock Primary adopts a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record steps taken to meet the needs of individual children through the use of an PLP (Personalised Learning Plan) If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the LA (Local Authority) with a record of our work with the child to date.

**Reasons for a child being added to the SEN register** may include the fact that he/she:

- Has an identified learning difficulty, for example a learning delay, which impacts on their progress in a specific area of the curriculum.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some areas,
- Presents persistent emotional difficulties which are not improved by the techniques usually employed in the school and impact negatively on their academic attainment and progress
- Has sensory or physical problems, and continues to make little or no academic progress, despite the provision of specialist equipment.
- Has SLCN - communication and / or interaction difficulties which impact negatively on their academic attainment and progress

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be encouraged and supported to play an active and valued role in their child's education.

## **OUTSIDE AGENCIES/SUPPORT SERVICES**

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the PLP continues to be the responsibility of the class teacher.

Support may be sought externally from partner agencies including special schools, colleagues, Children's Services, Health, voluntary organisations. We adhere to the referral criteria and procedures pertinent to the individual partner agency.

## **ADMISSIONS**

Harestock Primary School welcomes pupils of all abilities and will follow the County Admissions policy. The Governors will not refuse to admit a child solely on the grounds that the child's needs cannot be met. The Headteacher, in liaison with Parents, SENCO and outside agencies, will adapt and enhance admission arrangements when deemed appropriate. County and in-house risk assessments will be carried out when required. Adaptations to buildings, furniture and resources will be actioned when necessary, for example a Hearing Loop. This may also include enhanced induction and individualised integration. The school has a designated toilet with disabled access. There is a disabled parking bay in the car park. The main entrance and most rooms are accessible by wheelchair users, the main entrance is ramped and the buzzer is easily accessible.

## **FUNDING**

The Headteacher and SENCo ensure that all the SEN funding, as allocated through County systems, for pupils with Education, Health and Care Plans or at SEN Support level is used to directly impact on all children highlighted on the SEN register to ensure that they are able to access, as fully as possible, the schools broad and balanced curriculum. Resources and adult support are allocated proportionately according to an individual pupil's level and type of need. The range of provision available is detailed in the schools SEN provision map. The SLT and governors review the effectiveness of this allocation looking at attainment and progress against value for money.

As part of the termly Headteacher Report the SENCo informs the governing body of how the funding allocated to support special educational needs has been employed.

## **IDENTIFICATION, ASSESSMENT AND REVIEW ARRANGEMENTS**

Pupils with SEN may be identified by parents, pre-school/school staff, outside agencies including Health and Children's Services professionals. The area early years INCO or school Inclusion manager will ensure that all relevant information is gathered and appropriate assessments carried out over time. Over time this will include observations, discussions with child, parents and adults involved. It may include more formalised assessments, both internal and external. Where appropriate a Personalised Learning Plan (PLP) is written and shared with parents. These are reviewed termly highlighting intervention strategies as needed. When deemed appropriate by school, parents and outside agencies a request for a statutory assessment may be submitted to County. This may or may not result in an Education Health and Care Plan being issued. Individual pupil needs will be formally assessed against the criteria from the CoP.

Education Health and Care Plans/ Statements of SEN or Inclusion Partnership Agreements (IPA) will be formally reviewed annually, incorporating the outcomes of interim reviews. All parties must feel that their views are listened to and valued.

When required an initial Team Around the Family (TAF) meeting will be held to evaluate information gathered and assessments made, to prioritise immediate and future needs and to formalise the roles and responsibilities of all involved. An agreed action plan of SMARTER targets will be drawn up, and monitoring and review opportunities planned, to ensure the child's needs are being met. Subsequent reviews ensure that the action plan is adhered to and ongoing assessments provide diagnostic information which informs next steps. The time scale, frequency and type of review/intervention will be tailored to suit each individual case.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs. We work in close partnership with families and the Hampshire Ethnic Minority Achievement Service (HEMTAS).

## **CURRICULUM ACCESS AND INTEGRATION**

Every child is included, where practical, in all opportunities offered by the school, both curricular and extra curricular as an integral part of the school community. Differentiation, adult support and adaptations to the curriculum will be provided as appropriate. Withdrawal from lessons is kept to a minimum.

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

## **PHASE TRANSFER**

For children with an identified SEN at Year R-1 (pre-school), the school SENCO will liaise with the pre-school SENCO to ensure sharing of information and successful, planned integration into Harestock Primary School. Links with relevant outside agencies will be developed and/or maintained where appropriate. Early transition plans will be made with the receiving school at time of school or Key Stage transfer. Close links with the SENCO from The Henry Beaufort School (HB) occur throughout the academic year to ensure shared practice and continuity of provision. Regular cluster meetings with HB cluster team of feeder schools happen throughout the year. When it is necessary the SENCo will liaise with any Secondary School, both mainstream and special, or resourced provision in order to ensure that for all children transition is smooth and successful.

## **MONITORING AND EVALUATION**

The SENCo monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up PLP's for children. The SENCo and the Head teacher hold regular meetings to review the work of the school in this area. In addition, the SENCo and the named Governor, with responsibility for special needs, also hold regular meetings.