

# Hartington C of E Primary School

## SEND Policy 2016

### Introduction

Every child deserves a fair start in life, with the very best opportunity to succeed. At Hartington C of E Primary School, we aim to meet the definition of Special Educational Needs & Disabilities (SEND), as stated in the Code of Practice. Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in school.

At any point in their school life a child may have Special Educational Needs.

### Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents: ·

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

### **Types of SEND**

SEND is divided into 4 types: ·

- Communication and Interaction - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- Social, mental and emotional health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.

*Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN. Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.*

*Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.*

## **Disability**

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

As a school we observe two key duties:

- we **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- we **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

The school’s Equality Policy and objectives and the Accessibility Plan are available from the SENCo.

## **Aims**

Our overarching aim is to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive by paying attention to these specific areas:

- identifying, at an early age, pupils who need extra help and attention
- enabling each pupil to reach his or her full potential, both curricular and extracurricular
- enabling each pupil to partake in, and contribute fully, to school life
- endeavouring to meet the individual needs of each child
- developing a feeling of self-esteem within the individual
- fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children
- providing for children’s individual needs by supporting them in various ways: whole class, small groups and individual
- monitoring closely those with SEND through review and assessment, to enable us to recognise, celebrate and record achievements
- providing access to and progression within the curriculum
- working with parents and other agencies to provide support and opportunities for those children with SEND
- using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children
- assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child’s individual needs through regular review meetings (1 per term)
- ensuring access to a range of resources to support staff in their teaching of children with SEND
- including the voice of the child in monitoring and reviewing Pupil Profiles (Care Plans / Individual Care Plans).

## **Roles and Responsibilities**

The Governors and the Headteacher are responsible for ensuring that the general policy is followed and that the approach to provision ensures the needs of the children with special needs are met. The Governors appoint a Governor with responsibility for SEND and ensure that SEND is an integral part of the School Improvement Plan. The SEND Governor has specific oversight of the school's provision, including how funding, personnel and resources are deployed. The Governing

Body should review SEND provision annually and make adjustments if necessary. It is responsible for ensuring that no child is discriminated against because of the Special Needs or disability. The Headteacher is responsible for the day-to-day management of special needs throughout the school. The SENCo (Special Educational Needs Co-ordinator) is responsible for the day-to-day operation of the Special Needs Policy. Our staff share the responsibility of meeting an individual's special needs and are aware of the school's procedures for identifying, assessing and making provision for these pupils. The Teaching Assistants and SENCo work alongside staff supporting children's individual needs.

## **Governors**

Governors have responsibilities in relation to children with SEND in their school;

- To appoint a 'responsible' person (either the Headteacher or a Governor)
- To ensure that proper provision is made for children on the school roll with SEND
- To ensure that teachers are informed over the general arrangements made by the school for children with SEND
- To ensure the school has procedures to identify and assess SEND
- To ensure that parents are notified of SEND provision for their child
- To ensure that an appropriate proportion of school resources and funds (including Pupil Premium, where appropriate) are allocated to SEND provision.

## **Headteacher**

Has responsibility for:

- The day-to-day management of all aspects of the schools SEND provision
- Keeping the Governing Body informed of the school's SEND policy/provision
- Providing opportunities for INSET/CPD
- Ensuring that IEPs are followed
- Ensuring that the school's policy is fully implemented
- To be available to attend and chair CAF meetings and safeguarding children

## **SENCo**

Has responsibility for:

- Working closely with the Headteacher, TAs, teachers and teaching assistants in devising SEND programmes and identifying needs
- Co-ordinating provision for pupils with SEND
- Development of the school policy and provision
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of

year QCA tests, SATs, etc

- contributing to the in-service training of staff
- liaising with the SENCoS in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- taking part in county SEN moderation

### **Class teachers**

are responsible for:

- Providing high quality teaching for all children
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCo, parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND

### **Teaching Assistants**

Have the responsibility for:

- Assisting in class and where appropriate outside the class with SEND pupils
- Following Personal Plans / Education Care Plans with individual and groups of children
- Recording their work with SEND pupils
- Being aware of the SEND policy
- Informing class teacher of any issues arising.

### **Parents**

Have responsibility for:

- Ensuring regular school attendance
- Informing the school of any concerns/problems
- Supporting their child's Education Care Plan / Personal Plans
- Attending review meetings to monitor and support the progress of their child.

### **Identification, assessment and review**

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies.

Reviews of pupils on the SEND register take place three times a year. For pupils with Education, Health & Care plans (formerly Statements), an annual review meeting has to be held in addition to this. Pupil Profiles are used to record additional provision for pupils on the SEND register.

### **A Graduated Approach to SEND Support**

At Hartington Primary School, we adopt a "High Quality Teaching Approach". The

key characteristics of high quality teaching are: -

- highly focused lesson design with sharp objectives -
- high demands of pupil involvement and engagement with their learning -
- high levels of interaction for all pupils -
- appropriate use of teacher questioning, modelling and explaining -
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups -
- an expectation that pupils will accept responsibility for their own learning and work independently -
- regular use of encouragement and authentic praise to engage and motivate pupils.

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. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching.

Here at Hartington C of E Primary School, we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutinies and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

Initially, the stages for SEND were:

**Initial Action:** Initial concerns are noted by class teacher or other, needs met by class teacher within class teaching, parents informed.

- **School Action / Early Years Action:** Advice and support from school-based SENCo, Individual Education Plan (IEP) devised.
- **School Action Plus/ Early Years Action Plus:** Advice and support is obtained from outside agencies e.g. Educational Psychologist
- **Statement:** Statutory Assessment of Special Educational needs.

***These stages have now changed as a result of the SEND Green Paper “Support and Aspiration: A new approach to special educational needs and disability” and the policy. All intervention is now referred to SEN Support and the old Statement is now called Education Health and Care Plan***

The register of children with SEND is regularly updated. The children’s records are regularly reviewed and updated. Reviews of the children’s provision takes place each Derbyshire Term. Parents will be informed of such meetings and will be invited to attend. Most of these meetings will be times to coincide with Parents’ Evenings, but can be extended or re-arranged to suit the parent

We assess each pupil’s current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

Class teachers, supported by the Senior Leadership Team, will make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.

## **Assess**

In identifying a child as needing SEN support the class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools will take seriously any concerns raised by a parent. These will be recorded and compared to the setting's own assessment and information on how the pupil is developing. As part of this information gathering process the school can use the checklists found in "Identifying and Supporting Special Educational Needs in Derbyshire Schools and Settings".

In some cases, outside professionals from health or social services may already be involved with the child. These professionals will be invited to liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them (if the parents agree).

## **Plan**

Where it is decided to provide a pupil with SEN support, the parents must be formally notified. The teacher and the SENCO should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans will include parental involvement where possible to reinforce and contribute to progress at home.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This must also be recorded on the school's information system.

## **Do**

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, the teacher will still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

## **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

The success of the school's SEND policy and provision is evaluated through: ·

- monitoring of classroom practice by the Headteacher and SENCO .
- analysis of pupil tracking data .
- monitoring of procedures and practice by the SEND governor .
- School Self-Evaluation document .
- Local Authority moderation process and OFSTED inspection arrangements . meetings of parents and staff, both formal and informal

### **Managing Pupils Needs on the SEND Register**

All children on the SEND Register will have a Pupil Profile as part of their Education Care Plan, which details important information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professionals will all contribute to the Pupil Profile. The Pupil Profile is designed to be a working document which is updated to reflect the current needs of the child. Formal review meetings will take place three times a year, where parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan

Class teachers are responsible for maintaining and updating Pupil Profiles. These are then shared with everyone involved with the child. The SENCO reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

### **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. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The school has a policy for Supporting Pupils at School with Medical Conditions, which can be found under the “Policies” tab on the school website.

### **Inclusion**

Hartington Primary School strives to be an inclusive school, engendering a sense of community and belonging through its

- Inclusive ethos with a broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and appropriate targets for all children
- Good communications with parents/guardians and support agencies

### **Evaluating success**

The success of the school’s SEND policy and provision is evaluated through:

- Monitoring of classroom practice by SENCO and subject leaders
- Analysis of pupil performance data and test results
  - for individual pupils
  - for cohorts
- Value-added data for pupils on the SEND register using PIVATs, (PLevels), Early Learning Goals, NC levels, Benchmarking, etc.
- Provision maps

- Monitoring of policy, procedure and practice by the SEND governor and Headteacher
- School self-evaluation
- The LA SEND moderation process
- Educational Psychologist reports

### **What success looks like for SEND**

- Children with SEND are being identified early and support is being offered.
- Children following Education Care Plans are meeting their individual SMART (Specific, Measurable, Achievable, Recordable Targets and NARROWING the gap with their peers
- Teachers are more able to identify children with SEND
- Records are being kept on individual children.
- Parents are being involved in all stages of their child's support and educational development.
- Parents feel informed about their child's needs and feel able to come and talk to staff about these
- The school and parents are working in partnership.
- The school draws on the advice and expertise of outside agencies.
- There are regular reports to Governors, who are then in a position to offer support and challenge to school leaders on matters relating to SEND.

### **School and Specialist Support**

Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. 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 should consider involving specialists, including those secured by the school itself or from outside agencies.

The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

### **SEN Support**

Is when a class teacher or SENCO identifies a child with SEND. The class teacher should provide a plan for education that suits the needs of all children. For the child with SEND this may be a modification of the curriculum additional to or different from the curriculum provided for the rest of the pupils.

Triggers for School Support may be:

- A child making little or no progress, even when monitoring has occurred
- A child demonstrating difficulties in developing their literacy or numeracy skills.
- A child presenting emotional or behavioural difficulties that are not changed by behaviour management techniques
- Communication or interaction difficulties, despite provision having been made to support these.

The SENCO and the class teacher will decide on action needed to help individuals in light of their assessment. Planned support will be delivered at a level that is appropriate to the

individual concerned. The LA support services may be used to gain advice about how best to deal with individual cases. It will not be necessary to have regular support from external agencies.

SEN Support can also be introduced when the school identifies that external agencies need to be contacted:

A request is made by the SENCO, colleagues and parents to receive help from external services. The services will normally assess the child so that they can advise the teachers on the content of Education Care Plans / Provision Maps , set targets and support teaching strategies.

Triggers for this support are:

- A child continues to make little or no progress over time, despite interventions made by the School.
- The child's work is significantly below the expected age-related National Curriculum levels
- A child continues to have difficulties with literacy or numeracy.
- Emotional and behavioural difficulties continue to grow which interfere with a child's learning.
- Ongoing communication difficulties that impede the development of relationships and cause barriers to learning.

From meetings with external agencies, teachers, parents and the SENCO, Education Care Plans will target an individual's needs. The delivery and interventions which have been identified are recorded on the child's Care Plan which is the responsibility of the class teacher.

### **Education, Health and Care Needs Assessments**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care Needs Assessment or to apply for GRIP's Funding. (Graduated Response for Individual Pupils).

### **Criteria for Exiting the SEN Register/Record**

If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

### **Storing and Managing Information**

Documents relating to pupils on the SEND register will be stored with their Pupil File in a locked cupboard. SEND records will be passed on to a child's next setting when he or she leaves Hartington School. The school has a **Confidentiality policy** which applies to all **written** pupil records.

### **Accessibility**

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in

their area. Hartington School's Accessibility Plan forms part of our **Equality Plan and Policy**, which can be found on the school website.

## **Complaints**

The school has a complaints procedure which applies to complaints about SEND provision. This can be found on the school website.

## **Linked Policies/Documents**

- Accessibility plan
- Anti-bullying policy
- Behaviour and Exclusion policies
- Complaints procedure
- **Confidential Reporting**
- Data Protection policy
- Equality Plan
- Use of Force & Restraint procedures
- **Managing Medical Conditions in School policy**

## **REVIEWING THE POLICY**

This policy will be reviewed by governors on an **annual basis**.

Policy accepted: \_\_\_\_\_

Signature of Chair of Governors: \_\_\_\_\_

Signature of Headteacher: \_\_\_\_\_