



Special Educational Needs and Disabilities Policy

September 2019

Head teacher: Mrs C Myers

Tel: 01706 213756

SENCO: Mrs J Perry

Special Educational Needs Governor: Mr M Sweetlove

OUR MISSION STATEMENT:

“To go further than we thought

To run faster than we hoped

To reach higher than we dreamed

To become the best we are able to be.”

We, the staff and governors at Helmsore Primary School developed this policy in consultation with parents and in the light of the Special Educational Needs Code of Practice 2014 and Special Educational Needs and Disability guidance. We are committed to making our best endeavours to meet the special educational needs of pupils and ensuring that they achieve the best possible educational and other outcomes. In line with our mission statement, it is the aim of the school to develop the full potential of each child: and to cater for the social, moral, physical and spiritual requirements of the individual in a happy and secure environment. Every teacher is a teacher of every child, including those with SEND.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) 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 (January 2015)

- Schools SEN Information Report Regulations (2014)

This policy has been created by the school's SENCO, Mrs J Perry, in consultation with governors, staff and parents & carers of pupils with special educational needs and disabilities.

Aims and objectives:

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim to:

- Build upon the strengths and achievements of each child.
- Create an environment in which all individuals are valued, have respect for each another and grow in self-esteem.
- Ensure that all pupils have appropriate and full access to the National Curriculum.
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and Special Educational Provision made for them.
- Assess children regularly so that those with SEND are identified as early as possible.
- Enable pupils with special educational needs to make the greatest progress possible.
- Keep detailed and appropriate records of children's needs and progress made as a result of support.
- Work towards developing expertise in using inclusive teaching and learning strategies.
- Develop true and effective partnership with parents, involving them fully in decision making and giving them advice and support.
- To give full opportunities to all pupils to participate in all aspects of school life wherever appropriate.

Broad Areas of Need

These four broad areas give an overview of the range of needs that may be planned for under the SEND Code of Practice:-

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical impairment.

The purpose of identification is to decipher what action the school needs to take. We identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant

- Being a Looked After Child

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision.

A Graduated Approach to SEND Support

The school is committed to early identification in order to meet the needs of children with SEND. Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access additional support from teaching assistants, additional teachers or specialist staff. Teachers' ongoing assessment will provide information about areas where a child is not progressing at, at least the expected rate. These observations may be supported by formal assessments such as Baseline Assessment, formal end of Key Stage testing or the use of PIVATS.

Teachers will then consult the SENCO to consider what else might be done; the child's learning characteristics; the learning environment, the tasks set and the teaching styles used will always be considered. Progress for children will be achieved by focusing on classroom organisation, teaching materials, teaching style and differentiation.

If subsequent intervention does not lead to adequate progress then the teacher will consult the SENCO to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision and the child would be registered as receiving SEND Support. We seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap
- fails to make progress with wider development or social and emotional needs
- fails to make progress in self-help, social and personal skills

The school will use the graduated approach as advised in the current Code of Practice – 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENCO will be responsible for initiating liaison with those agencies. The SENCO will also provide advice and guidance throughout the process, and may carry out some additional assessment. The SENCO will monitor and evaluate the impact of the provision. Class teachers will maintain Individual Provision Maps and keep them updated, with advice from the SENCO where needed.

ASSESS - The teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENCO, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered to discover what is important to the pupil and how best we can support them.

PLAN – Pupils and parents will be involved in the planning process as much as possible. The pupils and their parents/carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will be given copies of the Individual Provision Map for the term, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set.

DO- The strategies and interventions agreed in the Individual Provision Map will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

REVIEW- The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Regular meetings with pupils and parents will be an important part of this process.

The school's SEND Information can be found on the school website www.helmshoreprimaryschool.co.uk

This indicates the type of provision the school currently offers to pupils with SEN and disability. It is reviewed annually. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes. The SENCO records the provision made through whole school provision mapping.

Statutory Assessment of SEND

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEN Support, the school may request an assessment for an EHC Plan from the Local Authority, which may lead to an Education, Health and Care Plan.

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- the child's Individual Provision Maps
- a SEND chronology including records of reviews with pupils and parents, and their outcomes

- Common Assessment Framework
- medical information where relevant
- National Curriculum attainment, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist Report
- views of the parent and the child
- involvement of outside agencies

If the Local Authority agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/carers and/or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/carers request
- a specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the Local Authority website www.lancashire.gov.uk

Annual Review of the EHC Plan

All Statements/ EHC Plans must be reviewed at least annually. The SENCO initiates the process of inviting relevant people to the meeting. This will include pupils and parents. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the Local Authority. The review will be child-centred, looking at:

- progress on actions towards agreed outcomes
- what we appreciate about the child
- what is important to the child now
- what is important to the child in the future
- how best to support the child
- questions to answer/issues of difficulty for the child
- plans of action

Any amendments to the EHC Plan will be recorded. The SENCO will record the outcomes of this meeting and the Headteacher will ensure that it is sent to the LA.

Criteria for exiting Special Educational Provision

A child may no longer require Special Educational Provision, where they

- make progress significantly more quickly than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

Supporting pupils and families

Lancashire Local Authority's Local Offer can be found at www.lancashire.gov.uk/send

This policy forms part of the school's SEND Information Report.

The school is committed to working closely with parents. Parents are invited to meet regularly with school staff and concerns and successes are shared. Parents are made aware of parental support services and supported to engage with external agencies.

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and where appropriate, the SENCO. Parents are encouraged to be involved with target setting for Individual Provision Maps. Suggestions for activities at home will be provided.

The Governors' Annual Report informs all parents of any changes to the SEND Policy and of the outcomes of targets set in the Policy and new targets set for the coming year.

Medical issues are first discussed with the parents/carer. If support is required, the school nurse will be contacted. The child may then be referred for assessment through his/her GP.

If a teacher is concerned about the welfare of a child they should consult the SENCO and/or Headteacher as Child Protection Co-ordinator.

Depending on the special educational needs of the children different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist, psychiatrist, the Traveller Service.

The School's Designated Person for Safeguarding and Child Protection is: Mrs C Myers/Mrs N Haworth.

The school's Child Protection Governor is Mrs Julie Hayton.

Admissions

Pupils with special educational needs will be admitted to Helmshore Primary School in line with the school's Admissions Policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been

identified as having, or possibly having special educational needs.

In the case of a pupil joining the school from another school, Helmshore Primary School will seek to ascertain from parents whether the child has special education needs and will access previous records as quickly as possible. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum. The Admissions Policy is available on the school website.

When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to secondary school the Year 6 teacher and/or SENCO will meet with the SENCO of the receiving school to discuss SEN records and the needs of the individual pupils. An invitation will be issued for a representative of the receiving school to attend any transition review meetings held in Year 6.

Links with external agencies

In supporting children with special educational needs, we liaise closely with the following agencies:

- Lancashire Inclusion and Disability Support Service (specialist teacher support and advice)
- Tor View Special School
- The Educational Psychology Service
- Health professionals including nurses, GPs and paediatricians
- Social services
- Occupational therapists, physiotherapists and Speech & Language therapists

Medical Needs

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 considered 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 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's policy on medical needs can be found on the school website at www.helmshoreprimaryschool.co.uk

Monitoring and evaluation of the Policy

This policy will be reviewed annually and updated in the light of new developments. Progress will be monitored and evaluated via the SEND Action Plan. Progress on annual targets will be reported in the Annual Governors Report to Parents.

Training and resources

Governors will ensure that there is a suitably qualified SENCO. Time is identified for staff to

review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Teacher Assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored.

Appropriate training for teachers and teaching assistants is provided within school

The school uses funding to provide external professional advice and support for individual pupils in line with their statements and in relation to needs.

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher or the SENCO. The SENCO will keep abreast of current research and thinking on SEND matters.

The SENCO will be supported to enhance her knowledge, skills and abilities through further training and from the support of professionals from outside agencies. The SENCO has a specialism in Specific learning Difficulties and is a member of NASEN (National Association for Special Educational Needs). The SENCO will disseminate knowledge or skills gained through staff meetings, staff training or consultation with individual members of staff.

SEND training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members. Funding is deployed in the budget to meet these costs. Funding received for a statement/ Education Health Care Plan is allocated to individuals to ensure appropriate provision.

Roles and Responsibilities

The Governing Body

The SEND Governor, Mr Malcolm Sweetlove, will support the Governors to fulfil their statutory obligations by ensuring:

- the Curriculum Committee receives regular reports at curriculum meetings to update progress on SEN issues,
- the SEN policy is reviewed annually
- the governors' annual report details the effectiveness of the SEN policy in the last year, any significant changes to the SEN policy, why they have been made and how they will affect SEN provision,
- the school prospectus explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs.

The Headteacher

The Headteacher ultimately manages the school's special educational needs work. The Headteacher will keep the Governing Body informed about the special educational needs provision made by the school. The Headteacher will work closely with the SENCO, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Headteacher and the SENCO will identify areas for development in special educational needs and contribute to the school's improvement plan.

The Special Educational Needs Co-ordinator (SENCO)

Mrs J Perry, BEd and SpLD Specialism

The SENCO is responsible for:

- co-ordinating SEN provision for children
- liaising with and advising teachers
- maintaining the school's SEN register and overseeing the records of all pupils with special educational needs
- liaising with parents of children with special educational needs
- liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- consultation with the class teacher to ensure that IPMs are written and that reviews take place.

Role of Class Teacher and Support Staff

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. Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum differentiation and assessment of pupils with SEN. They work together with the SENCO to formulate and review IPMs and to maintain a class SEN file that is kept in the classroom for reference by staff as appropriate.

Storing and managing information

The confidential nature of SEND information is fully recognised at Helmshore Primary School. Hard copy files are stored in the School Administrator's office, whilst electronic files are stored on staff share.

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Helmshore Primary School publishes accessibility information within its SEN Information. These can both be found on the website at www.helmshoreprimaryschool.co.uk

Complaints

The complaint procedure for special educational needs is part of the school's general complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the SENCO
- discuss the problem with the Headteacher
- More serious on-going concerns should be presented in writing to the SEN Governor, who will inform the Chair of the Governors

Parents are informed about parent support services

Bullying

Bullying is taken very seriously at Helmshore Primary School. To view the school's policy on anti-bullying, see the school's website at www.helmshoreprimaryschool.co.uk

Statistically, children with SEND are more likely than their peers to experience bullying. Consequently, staff and governors at Helmshore Primary School are highly alert to this and endeavour to generate a culture of support and care among pupils.

Reviewing the policy

This policy will be reviewed as part of the school's evaluation cycle. The policy is due for review September 2020.

Signed: Mrs C A Myers

Head teacher

Signed: Mrs J Hayton

Chair of Governors

Date: September 2019