

Heathfield Primary and Nursery School Policy on Special Educational Needs and Disability (SEND) 2016-17



Published January 2016, updated November 2016 to be reviewed
November 2017

Introduction

Heathfield Primary and Nursery School has two named Special Educational Needs/Disabilities Co-ordinators (SENCOs; Mrs Hannah Roberts and Miss Helen Fores) and a named Governor responsible for SEND (Natalie Foster).

The school SENCOs can be contacted on:

- 0115 9155725 (Scotland Road Campus)
- 0115 9794304 (Kersall Drive Campus)

They ensure that the Special Educational Needs/Disabilities Policy at Heathfield works within the guidelines and inclusion policies of the SEND Code of Practice (2015), the Local Authority 'Local Offer' and other policies currently within the school (Equality and Equal Opportunities Policy, Behaviour Policy, Medical policy, Accessibility Plan).

At Heathfield, it is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure Special Educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new SEND Code of Practice (January 2015):

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and Mental Health (SEMH)
- Sensory and Physical (S&P)

What are Special Educational Needs/Disabilities

'A child or young person has Special Educational Needs/Disabilities if he or she has a learning difficulty or disability which calls for Special Educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others 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.’ (Taken from the SEND Code of Practice 2015)

This SEND policy details how, at Heathfield, we will do our best to ensure that the necessary provision is made for any pupils who have Special Educational Needs/Disabilities and that those Needs/Disabilities 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/Disabilities, allowing them to join in all school activities together with pupils who do not have Special Educational Needs/Disabilities.

The types of SEN provided for at Heathfield:

At Heathfield we are able to meet the needs of children who have:

- speech and language difficulties
- a diagnosis of Autism or demonstrate Autistic traits
- a specific learning difficulty such as dyslexia
- a diagnosis of Attention Deficit Hyperactivity Disorder (ADHD)
- medical needs that impact their academic ability
- emotional needs including attachment disorder and anxiety
- social or behavioural challenges that impact their progress
- sensory needs including sight or hearing impairments

As an inclusive mainstream setting we aim to meet the needs of all learners.

The aims of this policy:

- To inform on how the school environment that meets the Special Educational Needs/Disabilities of each child in order that they can achieve their full learning potential and engage in activities alongside pupils who do not have SEND.
- To request, monitor and respond to parents/carers and pupil's views in order to evidence high levels of confidence and partnership.
- To make clear the expectations of all partners in the process.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To ensure support for pupils with medical conditions and full inclusion in all school activities by ensuring consultation with health and social care professionals.

- To identify the roles and responsibilities of all staff in providing for children's Special Educational Needs/Disabilities.
- 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 Parents/Carers, Pupils, the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the Needs/Disabilities of all vulnerable learners.
- To ensure a personalised curriculum, with appropriate interventions, is in place to enable children with Special Educational Needs/Disabilities to make progress and enjoy their primary school experience.

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the Needs/Disabilities of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse Needs/Disabilities of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

Through appropriate curricular provision, we respect the fact that children:

- have different Educational and Behavioural Needs/Disabilities 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/Disabilities by:

- Providing support for children who need help with communication, language and English.
- 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.
- 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.

Identification, Assessment and Provision

Provision for children with Special Educational Needs/Disabilities is a matter for the whole school. The Governing Body, the Head Teacher, the SENCo and all other members of staff, particularly Class Teachers and Teaching Assistants, have important day-to-day responsibilities. All teachers are teachers of children with Special Educational Needs/Disabilities.

At Heathfield we assess each child's current levels of attainment on entry to the Early Years Foundation Stage (within the first two weeks) in order to ensure that provision is well matched to the Needs/Disabilities of the individual. If the child already has an identified Special Educational Need/Disability, this information may be transferred from other partners such as Parents/Carers, the Health Service, Social Care, Private Early Years Settings, Children's Centres and Family Support Workers.

The class teacher and SENCo will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Ensure transition into school is well managed and accessible to the pupil and parents.
- Identify and focus attention on action to support the child within the class, collaboratively with the adults working directly with the pupil.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- Create a provision map, where necessary, to outline what support is required and how this will be implemented.

The identification and assessment of the Special Educational Needs/Disabilities 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/Disabilities.

The role of the SENCo and what provision looks like at Heathfield

The Special Educational Needs/Disabilities Co-ordinator's [SENCo] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow Teachers, Teaching Assistant staff, the Learning Mentor, Mid-day supervisors and where appropriate, the Family Support Worker.
- Overseeing the records of all children with SEND.
- Liaising with parents/carers of children with SEND.
- Contributing to the in-service training of staff in relation to SEND
- Liaising with local Primary, Secondary, Special and Academy schools so that support is provided for all pupils as, when and if they transfer (in collaboration with class teachers).
- Liaising with external agencies including the Local Authority's Inclusive Education Services, Health and Social services, external Speech and Language professionals and Educational Psychologists and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the progress of children identified as having SEND
- Ensuring that children who are in receipt of High Level Need (HLN) funding have a provision map to illustrate the support they are receiving and where appropriate funding is maintained or increased.

Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children provides information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done.

This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. Teachers are expected to follow the SEND Provision Guidance Document to determine what support is necessary and how to document, assess and track the impact of such intervention.

The key achievement indicator of the need for action is that current rates of progress and/or attainment are inadequate. Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

In order to help children with Special Educational Needs/Disabilities, Heathfield 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. We will record the steps taken to meet the Needs/Disabilities of individual children through the use of either:

- A Provision Map, detailing targets, interventions, provision and expected impact/outcomes.
- A personalised timetable (for HLN funded pupils)
- Group or Individual Intervention Tracking Documentation
- A Pupil Profile for High Level Need children, where appropriate
- An Education Health Care Plan, if awarded

The SENCo will have responsibility for ensuring that records are kept and available when needed. If we refer a child for an Education Health and Care Plan, we will provide the Local Authority with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time the child may be added to the school SEND register with parental permission.

The class teacher after discussion with the SENCo will then provide further interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the Class Teacher and Teaching Assistants within the class and reviewed formally with the SENCo, parents and young person.

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

- Has a diagnosed syndrome (such as Autistic Spectrum Disorder or Aspergers Syndrome)
- Has significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.
- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing English or mathematics skills which result in significantly poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques, support and intervention usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of Specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress.

Partnership with Parents/Carers

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's Needs/Disabilities. All parents of children with Special Educational Needs/Disabilities will be treated as partners and given support to play an active and valued role in their child's education.

Children and young people with Special Educational Needs/Disabilities often have a unique knowledge of their own Needs/Disabilities and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their Needs/Disabilities, the review and transition process.

The school website contains details of our policy for Special Educational Needs/Disabilities, the Special Educational Needs/Disabilities Information Report to Governors which includes the arrangements

made for children in our school with Special Educational Needs/Disabilities.

At all stages of the Special Needs/Disabilities process, the school keeps parents/carers fully informed and involved. We take account of the wishes, feelings and knowledge of parents/carers at all stages.

We encourage parents/carers to make an active contribution to their child's education and have regular meetings to share information on the progress, attainment and support in place for children identified as having Special Educational Needs/Disabilities with their parents/carers. We seek written consent from parents/carers before any outside intervention or professionals become involved with pupils, and share subsequent reports and recommendations produced as a result of such external involvement. The process of decision-making regarding intervention, support and provision for pupils with SEND is a two way process and parents/carers are fully involved through the provision of clear, regular and accessible information relating to the education of their child.

The 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:

- 1:1, 1:2 or small group Teaching Assistant Support to enable individual pupils to integrate into whole class provision and progress through focused, personalised class based intervention.
- 1:1, 1:2 or small group Teaching Assistant Support, which may involve small groups of children being withdrawn to work on Wave 3 intervention such as 'Toe by Toe', '5 minute Box' and 'Power of 2' materials for mathematics.
- Specific small group intervention delivered by additional teachers focused on Literacy and Numeracy Outcomes.
- Different learning materials or specialist equipment to support differentiation within whole class work.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENCo, the child's class teacher will be responsible for ensuring 'Quality First Teaching' and any additional provision on a daily basis meets the needs and targets outlined within Individual Education Plans, Provision Maps and or Intervention

Trackers. Parents/Carers will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents/Carers will be invited to meet regularly with the class teacher and SENCo and they will have specific time slots to discuss Individual Learning targets and progress with the SENCo on a termly basis.

The SENCo will support further assessment of the child where necessary, assisting in planning for their future Needs/Disabilities in discussion with outside agencies, colleagues and parents/carers.

The Use of Outside Agencies

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 Individual Education Plans, Provision Maps and/or Intervention Trackers continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical Needs/Disabilities and requires additional Specialist equipment or regular advice or visits by a Specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

- Despite having received intervention, the child continues to fall behind the level of his peers.

School Requests for Education and Health Care Plans

A request for an Education and Health Care Plan will be made by the pupil's parent or the school to the Local Authority if a child has demonstrated significant cause for concern and all agencies involved with the child agree that an Education and Health Care Plan would be beneficial in enhancing the provision for the individual child. The Local Authority will be given information about the child's progress over time, and will also receive documentation in relation to the child's Special Educational Needs/Disabilities and any other action taken to deal with those Needs/Disabilities, including any resources or Special arrangements put in place.

The evidence will include:

- Previous Individual Education Plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory Specialist Support Teacher or Educational psychologist.
- Views of the parents.
- Views of the pupil.

The parents/carers of any child who is referred for an Education and Health Care Plan will be kept fully informed of the progress of the referral and where appropriate involved in all meetings regarding this process. Children with an Education and Health Care Plan will be reviewed each half term in addition to the statutory annual assessment. When this coincides with transfer to Secondary or Special School, the SENCo from the Secondary/Special School setting will be invited to the review and if unable to attend, will be informed of the outcome of the review.

Individual Tracking of SEND Pupils

Strategies employed to enable the child to progress will be recorded within either a Provision Map, Intervention Tracker or by the SENCOs record keeping dependent on the level of support and need. All documentation will include information about:

- The short term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place, timings and by whom.
- How the targets will help the child in their learning.
- How the child can be successful.
- The review date and review notes as and when appropriate.

The child's views will be sought and taken into account, as will those of the Parents/Carers, whose support is vital if progress is to be achieved and maintained.

Access to the Curriculum

All children at Heathfield Primary and Nursery School are entitled 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.

Teachers use a range of strategies to meet children's Special Educational Needs/Disabilities. Lessons have clear learning objectives and progressive learning outcomes, staff differentiate work appropriately, and use assessment to inform the next stage of learning. All staff have received regular training on 'Quality First Teaching' and this has led to members of staff planning and delivering consistently good to outstanding lessons that incorporate effective differentiation and inclusion strategies that cater for the different learning styles and abilities that all our pupils display, including those with Special Educational Needs/Disabilities.

All children on the Special Educational Needs/Disabilities register are tracked with individual targets using either:

- Provision Maps
- Intervention Trackers
- Pupil Profiles (pupils in receipt of 1:1 TA support)
- PIVATS version 5

All documents employ a small-steps approach and feature significantly in the provision that we make in school. By breaking down the existing levels of attainment into finely graded steps through the use of, where appropriate, PIVATS (Performance Indicators for Value Added Target Setting) 'P' Level descriptors, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Where possible and deemed most appropriate, we do not withdraw children from the classroom situation. There are times though when, to maximize learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Allocation of Resources

The SENCo is responsible for the operational management of the specified and agreed resourcing for Special Needs/Disabilities provision within the school, including the provision for children with Education and Health Care plans.

The Head Teacher informs the Governing Body of how the funding allocated to support Special Educational Needs/Disabilities has been employed.

The Head Teacher and the SENCo meet regularly to agree on how to deploy support staff effectively, taking into account any Higher Level Need Funding allocated to individual pupils.

The Role of the Governing Body

The Governing Body challenges Heathfield Primary and Nursery School and its employees to secure necessary provision for any pupil identified as having Special Educational Needs/Disabilities. 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. They are actively involved in ensuring the school publishes information on the 'Local Offer' within the school website.

The Governing Body ensures that children with Special Educational Needs/Disabilities are admitted to the school in line with the school's agreed admissions policy through their challenge and support for policy implementation.

The Governing Body reviews this policy annually and considers any amendments in light of Central Government and Local Authority reviews, recommendations and changes/developments to statutory frameworks, policies and practices. The Head teacher reports the outcome of such reviews to the full Governing Body.

Monitoring and evaluation

The SENCo monitors the movement of children within the SEND 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 supporting tracking documentation 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/Disabilities hold regular meetings to discuss policy, provision and practice within school.

Complaints procedure

If a parent/carer wishes to make a complaint regarding SEN provision, the Complaints policy can be found on the school's website at:

<http://heathfieldprimary.org.uk/wp/wp-content/uploads/2015/07/Policy-Procedure-for-Handling-Concerns-and-Complaints.pdf>

This policy can be supported by other documentation including:

- The SEND Report to Governors
- The Local Offer
- The Inclusion Policy
- The Behaviour Policy
- The More Able Policy

Policy to be reviewed January 2016 unless further updates are made to the SEND Code of Practice, it is the responsibility of the SENCO to write the policy and monitor its use in school.