

Meeting Special Educational Needs

SEN POLICY

Hipswell Church of England Primary
School



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By: Sue Regan - SENCo

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Hipswell Church of England Primary School SEN Policy

Introduction

At Hipswell Primary School we believe that all children are good at something. It is our aim to know about it, celebrate it, and raise self-esteem, self-confidence and self-belief. When a child starts to believe in their own abilities they start to make progress. For some SEND children progress may come in different guises, being able to 'shine' in a school performance, 'shine' on the sports field, 'shine' in the swimming pool, 'shine' at art/DT/French etc. In essence...being able to join in and be a real part of school life.

Making friends and being happy are factors towards 'progress' but are not measurable on the academic scale. However, get them right and there is more chance that progress in other areas will follow.

We aim to find out what your child can 'shine' at.

Definition of Special Educational Needs – Code of Practice 2014

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

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

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

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

Special educational provision means:

for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

SEND Local Offer (NYCC) and SEN Information Report

The school is supported by the Local Authority to ensure that all pupils. Whatever their specific needs, make the best possible progress in school. North Yorkshire Local Authority has published its Local Offer for parents/carers of children who have Special educational Needs or a disability (SEND) and all those who support children with additional needs. This includes information about the services across health and social care as well as private, voluntary and community sectors. This can be found at:

<https://www.northyorks.gov.uk/send-local-offer>

The school's SEN Information Report explains how this policy is implemented. It can be found via our school website on the Policies/Documents tab.

Our role

We aim to support and monitor all children who are not making adequate progress in the four broad areas specified in the SEN Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or physical development

Teachers of children with SEN will ensure that the classroom management, teaching and differentiation of work is appropriate to the individual needs of the child.

We will monitor, review and evaluate the provision for special educational needs within our school.

All children will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved. All teachers take account of the inclusion statement in the National Curriculum by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

We are committed to the involvement of all support and child health agencies in a multi-disciplinary approach to SEN.

We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our children.

Children with SEN are fully integrated into the life of the school and the curriculum. We recognise the strengths of every individual, as well as any areas for development.

We work closely with all parents, we listen to their views and build on the child's previous experiences and knowledge. Parents are encouraged and welcome to discuss any issues and concerns with the class teacher and SENCo.

The SEN policy should also be read alongside the Inclusion and Behaviour and Equal Opportunities policy as they are directly linked.

Management of SEN within the school

The Headteacher has overall responsibility for the day to day management of all aspects of the school's work, including provision for children with special educational needs. The SENCo is responsible for overseeing and co-ordinating the day to day provision of education of children with special educational needs. The school's governing body have a responsibility to ensure provision for children with SEND is made in line with statutory requirements, as outlined in the SEN Code of Practice 2014.

Co-ordination of SEN Provision:

The SENCo (Special Educational Needs Co-ordinator) for our school is Mrs Sue Regan

The SENCO is responsible for:

- overseeing the day-to-day operation of the SEN policy
- co-ordinating provision for children with SEN
- ensuring there is liaison with parents and other professionals in respect of children with SEN
- advising and supporting other practitioners in the school,
- contributing to the CPD of the staff,
- ensuring that appropriate IPMs are in place and that relevant background information about children is collected, recorded and updated
- liaising with external agencies including the LA, educational psychology services, health and social services, learning support services – Inclusion Education Service (IES) etc.

The role of the governing body:

The Governor with responsibility for SEN is Tad Zaranko.

The whole governing body should:

- Ensure that provision is made for pupils who have SEN
- Ensure that the needs of pupils with SEN are made known to all who are likely to teach them
- Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEN
- Consult the LA and the governing bodies of other schools when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Ensure that a pupil with SEN is fully included in all activities of the school as far as is reasonably practical
- Report to parents on the implementation of the school's policy for pupils with SEN
- Have regard to the Code of Practice when carrying out its duties to pupils with SEN
- Ensure that parents are notified of the decision of any extra provision being made for their child
- Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources. Regular meetings are held with the SENCO in order to implement the SEN policy.
- The quality of SEN provision is continually monitored, evaluated and reviewed. A report on the implementation of the SEN policy is made annually.

Admissions

Provision for children with SEN is a matter for the school as a whole. We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs.

All children with SEN play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary, the parents/carers are always informed.

At an interview prior to admission between the Headteacher, SENCo and parent/carers of an incoming child, information relating to SEN will be sought and recorded. All relevant documentation/records will be given to the class teacher for action. In this way we aim to ensure that the child receives school funded or external support at the appropriate level without delay.

Resources

The school budget, received from NYCC Local Authority, includes funding for supporting children with SEND.

The Headteacher decides on the budget for SEND in consultation with the school governors, on the basis of needs in the school.

The Headteacher and SENCo discuss all the information they have about the needs of pupils with SEND in the school, including:

- Children receiving extra support all ready
- Children requiring extra support
- Children who have been identified as not making as much progress as would be expected.

They then decide what resources, training and support are needed. This is reviewed regularly and changes made as appropriate.

Graduated approach to the identification of and provision for pupils' needs

All staff are responsible for children with SEN.

We are committed to the early identification of, and intervention for, children who may have SEN.

- If concerns about a pupil's rate of progress arise, they are monitored closely by their class teacher in order to determine if they may have SEN.
- The child's class teacher will take steps to provide carefully differentiated learning opportunities to facilitate the pupil's rate of progress.
- The SENCo may be consulted for support and advice and may observe the pupil in class.
- Parents/carers will be informed fully of any concerns and the circumstances under which their child is being monitored. They are encouraged to share information and knowledge with the school.
- The child is recorded by the school as being under observation due to concerns by parent/carer or teacher but this does not mean the child has SEN.

SEN Support

Where it is determined that a child does have SEN, parents/carers will be advised. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place which removes barriers to learning.

Support is provided through a four-part process:

- **Assess** – the class teacher analyses the pupil's needs based on their assessments, taking into account previous progress and attainment and pupil's and parent's views. Where relevant, advice from external support services will also be sought and considered.
- **Plan** – planning will involve consultation between the teacher, support staff, parents/carers and pupils (where appropriate) and SENCo, where necessary, to agree the adjustments and support that are required, which are additional to and different from the curriculum, the impact on progress, development and/or behaviour that is expected. Parental involvement at home may be sought to reinforce or contribute to progress. This plan will be recorded in an Individual Provision Map.
- **Do** – the class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from them as the class teacher. They plan and assess the impact of support and interventions together with anyone else who regularly works with the

child. Support with further assessment of the pupil's needs will be provided by the SENCo or external support services where necessary.

- **Review** – reviews will be undertaken each term and will evaluate the impact of support and interventions. The class teacher, in consultation with pupil, parents/carers and SENCo, if necessary, will revise the support plan. Where it is felt that a pupil no longer requires SEN Support, this will be discussed with the parents and careful monitoring of the pupil's progress will continue for a term.

Referral for an Education, Health and Care Plan (EHCP)

If a child has lifelong or complex difficulties which mean they require a significantly higher level of support, they may undergo a Statutory Assessment Process. This is usually requested by the school, but can be requested by a parent. The decision to make a referral will be taken at a progress review.

The application for an EHCP will combine information from a variety of sources including:

- Parents and carers
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be collected that relates to the current provision, actions that have been taken and the preliminary targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Education, Health and Care Plan.

Following Statutory Assessment, an EHCP will be provided by North Yorkshire County Council if it is decided that the child's needs are not being met by the level of support that is ordinarily available within school. The school and child's parents/carers will be involved in developing and producing the plan. Parents have the right of appeal against the contents of the plan and may also appeal against the school named in the plan if it differs from their preferred choice. Once the EHCP has been completed and agreed, it will be kept as part of the child's formal record and reviewed annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

Recording of provision

The provision which the school makes for a pupil is recorded in the following documents:

- Individual Provision Map
- Reports from outside agencies
- Minutes from review meetings

Evaluation procedures

Pupil progress is monitored on a termly basis. Progress is identified as that which:

- Better the child's previous rate of progress
- Closes the attainment gap between a child and their peers
- Prevents the attainment gap from widening
- Demonstrates an improvement in self-help, personal or independence skills
- Demonstrates an improvement in the child's social, emotional and mental well-being

Individual Provision Maps are reviewed termly and targets set as appropriate.

Attainment is recorded using the developmental statements of the EYFS Development Matters Curriculum (EYFS), age related expectations on Target Tracker and GL Standardised Age Scores (Years 1-6). Children's attainment is also assessed through GL Assessments. Where children are not yet working within the National Curriculum levels, P scales and Pre-Key Stage standards are used to track progress. Where appropriate, P scales are used to record and track the progress of pupils' personal, social and emotional development.

Procedures for concerns

We endeavour to do our best for all children, but if there are any concerns we encourage those involved to approach the class teacher in the first instance. If there are still matters arising, then the SENCo or Headteacher should be contacted and a meeting will be arranged in order to find a solution.

Parents/carers are informed about the SEND information, advice and support service (SENDIASS Service) so that they can obtain support, advice and information if they wish.

Professional development for staff

The SENCO attends SEN training/network meetings, cluster meetings, Swaledale Alliance meetings and ensures TAs are able to access relevant training.

We have regular staff meetings where SEN issues are discussed and IPMs are evaluated and updated.

Specialist Support Services

We have good working relationships with a variety of external support agencies. Consent is always sought from parents/carers before referring to another professional.

Partnership with parents

We promote a culture of co-operation between parents, schools, LAs and others. This is important in enabling anyone with SEN to achieve their full potential.

We share information with parents/carers in informal conversations and individual meetings. Parents/carers are invited to review meetings to discuss progress and share ways of supporting children at home. We have documented minutes of meetings.

Parents/carers are able to use SENDIASS for support and advice or can bring an appropriate relative/friend to meetings if they wish to do so.

Pupil participation

Children who are capable of forming views have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.

Pupils participate where possible in all the decision making processes, including setting targets and contributing to their IPMs, discussing their choices, assessment of needs and being present in the review meetings.

Transfer arrangements

We have procedures in place to ensure that transfer arrangements take place with ease and are perceived in a positive light by all our pupils. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the pupils.

Agreed: July 2019

Review date: July 2020