

Special Educational Needs Policy



Approved by:

The Governing Body

Date: 02-04-19

Next review due by: 02-04-21

1. Introduction

Aims

The aims of this policy are:

1. To identify any children with special needs within the terms of the SEN and Disability Acts:
 - a physical difficulty
 - a learning difficulty
 - an emotional difficulty
 - a sensory impairment e.g. hearing, visual or speech
2. To provide a system of early identification, assessment, recording and monitoring the progress of children with SEN
3. To provide staff with clear procedures for working with these children.
4. To give every child the experience of school as a caring, supportive community where life is enjoyable and where there is equality of opportunity for all.
5. To facilitate every child's entitlement to the National Curriculum and Foundation Stage Curriculum.
6. To build on partnerships with parents established in the early years.
7. To ensure continuity and ease the transition between phases of education through effective liaison within our pyramid and with other receiving schools.
8. To communicate with outside agencies in relation to the needs of individual children.
9. To provide training for all staff and governors in relation to SEN.

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 2014 and should be read in conjunction with the following guidance, information and policies:

- The Equality Policy
- The Accessibility Plan
- The school's SEN information on the school website (SEN Report)
- The LA Guidance – 'Children & Young People with SEN; Guidance – School Based Support'
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The Safeguarding Policy

In accordance with the overarching principle of the Code of Practice, this policy has been co-produced with:

Staff
SENCO,
Senior Leadership Team,
Governing Body (SEN Governor),

2. Contacts

Special Needs Coordinator (SENCO) - Karen Rayner (Postgraduate certificate in SENCO 12-12-18)
Heckmondwike Primary School
karen.rayner@heckmondwikeprimary.co.uk
01924 325690
SEND champion on SLT will be Miss H Biver

3. Long Term Aim of this Policy

Objectives

1. To work within the guidance laid down in the SEND Code of Practice 2014.
2. To identify and put in place appropriate provision for pupils who have SEND and additional needs.
3. To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs (Assess, plan, do, review model)
4. To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEN, and their own involvement in this
5. To provide an appropriately qualified and experienced SENCO in post who can ensure that the SEN Policy is put into practice.
6. To provide support and advice for all staff working with SEND pupils.

4. Identification of SEN

Children and young people are identified as having SEN if they do not make adequate progress through quality first teaching.

Any concerns expressed by any adult having contact with the child e.g. parents, teachers, health or social service professionals, should be passed to the SENCO.

Adults in school should be aware of the characteristics displayed by children with special needs – see Appendix 1

We have a whole school approach to assessment and record keeping through which we can identify pupils with SEN.

We use our own and Kirklees guidelines as a moderating tool to ensure consistency.

The Code specifies four broad areas of need:

- Communication and Interaction (including Autism Spectrum Disorder)
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability (the Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable adjustments' – these alone do not constitute SEN).

Where children are identified as having behavioural needs the underlying cause will be investigated and this may become an SEN issue.

5. A Graduated, Whole School Approach to SEN Support

Class and subject teachers are accountable for the progress and development of children and young people in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However any intervention and support does not replace high quality teaching. Support staff who meet with specialist staff should feedback to class teachers.

The school reviews the quality of teaching for all children/young people, including those at risk of underachievement through tracking and high quality wave 1 teaching.

The leadership team ensure a whole school teaching approach in relation to SEN through observations and work scrutiny as well as twice yearly meetings with staff to discuss children's progress.

Class teachers are responsible for SEN provision within class for the writing of, monitoring and reviewing half termly provision maps.

The class teacher makes the SENCO aware that they have concerns about a particular child. Parents will be informed at this point and referrals for eye/ear checks can be made if needed. Differentiated work will be given in class.

If after intervention work (Wave 2) the child makes progress they will be monitored to make sure the progress is maintained. This will be done by the class teacher who will show that the child is back on track to make their points progress.

If, however, their progress is still slow they may need to move to SEN Support. An outside agency may become involved such as the Educational Psychologist, Portex or Speech and Language Therapists. They may need to watch the child in the class or in a group. They will prepare a report and give advice to the SENCO and/or class teacher.

Outside agencies include:

- Educational Psychologist
- Speech and Language Therapists
- Visual Impairment
- Hearing Impairment
- Physiotherapy / Occupational Therapists
- Portage/EYSEN
- Physical Impairment
- Complex Communication Needs

If the child is making good progress they will remain SEN support until we are sure that progress is being maintained. If school has concerns that a child is not making adequate progress despite a number of interventions being completed, the teacher /SENCO may decide to begin a My Support Plan (MSP). A meeting would be arranged with parents and this document will be reviewed termly for a minimum of two terms.

Once a MSP has been compiled and reviewed a minimum of two times, then the next step may be to apply for an EHCP. When applying for an EHCP the parent, child and outside agency are involved at all stages. Parents are kept informed of the progress that is being made towards the EHC Plan. This is usually a 20 week process led by SENDACT.

Other agencies that can be contacted are Pupil Support Services which are contacted through the Single Point Referral point. These would include help with Early Learning, Portex and Autism support.

If a child is not making good progress through the provision we offer we would recommend specialist education.

Children who have medical issues will have a Health Care Plan with details of their needs and emergency contact numbers. Copies are in the office and all adults who have contact with the child should have copies.

Complaints should initially be handled by the class teacher who may require support from the SENCO. Class teachers are reminded to refer complaints to both the SENCO and Head Teacher.

Every child/young person on SEN Support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs in accordance with LA Guidance (see page 14 Children & Young People with SEN; Guidance – School Based Support).

It is the responsibility of the SENCO to keep a record of SEN children with an accurate and up to date SEN register.

Records are confidential to parents, teachers and support staff who work with the children. Class teachers are responsible for writing half termly provision maps.

The Needs of the Children

When dealing with SEN children we need to be very positive and create an atmosphere of achievement for them.

Differentiation should be apparent in planning for these children. It may help to use a kinaesthetic approach, make sure that the language we use is simple and straightforward with one instruction at a time.

Children should work in the classroom setting apart from when working on short, appropriate and focused interventions.

For children with disabilities it would be helpful to look at access arrangements and see the Access Plan.

Children will know their targets and what they need to do to be successful.

The children's voice is very important and will be taken into consideration at annual review meeting and MSP meetings.

Some children and young people on the SEN Register may have more significant SEN, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the issuing of an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school (refer to your provision map). Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.

6. Criteria for Exiting the SEN Register

Children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer through discussion with the class teacher / SENCO.

7. Supporting Pupils/Students and Families

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. Our SEN Report is on our website and is updated regularly, and we guide parents towards the LA Local Offer for information about wider services. In addition to information about the personalised support we offer their child, we also provide information about:

- Our admissions arrangements
- Our links with other agencies
- Our arrangements for examination and assessment access
- Our transition arrangements
- Our school policy on managing medical conditions of pupils.

The school works in partnership with the parents and involves them at every stage of their children's education.

Parents are always invited to meetings and if they are unable to attend, arrangements would be made to rearrange the meeting.

Interpreters are always available for parents if needed when they attend meetings.

8. Supporting Pupils at School with Medical Conditions

At Heckmondwike Primary School we recognise that children and young people 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 and young people 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 SEN and may have a statement, or Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (2014) is followed.

The school's arrangements for supporting children with medical conditions can be found in the Managing Medical Conditions Policy.

9. Monitoring and Evaluation of SEND

All classes have an orange folder to store copies of correspondence and copies of MSPs and EHCPs. A second file with details of medical needs is kept in each class room. The medical needs file is made available to supply staff and those providing internal cover in line with the schools safeguarding policies.

Parents are invited to parental consultations as well as MSP meetings and annual EHCP reviews. They may be asked to complete review documents for these meetings.

The Governing body will ensure that provision is made for any pupil who has Special Educational Needs

They will ensure that all children have their entitlement to every area of school activity

The designated SEN Governor will monitor work in school.

Governors will be informed of the number of SEN children in school

They will be made aware of the INSET needs of staff and of any increase in workload

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils.

10. Resources

a) Funding for SEN

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the special educational needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:

Element 1 Core Education al Funding	
Element 2 Schools Block Funding	Contribution of up to £6k for additional support required by children and young people with high needs, from the notional SEN budget.
Element 3 High Needs Top Up	Top Up funding from the LA to meet the needs of individual children and young people with EHC plans

Written December 2014



Agreed by staff January 2015

Approved by the Governing Body January 2015

Reviewed March 2019

Appendix 1

Characteristics of SEN

Following the implementation of Quality First Teaching, should any children making less than expected progress given their age and individual circumstances, further assessment is required in order to ensure the correct support is put in place.

Identification of SEN may be characterised in the following:

- significantly slower progress than that of peers starting from the same baseline
- failure to match or better previous rates of progress
- failure to close the attainment gap between the child and their peers
- widening of the attainment gap.

Assessment of a pupil for whom there are concerns about their progress, should include:

- known strengths and weaknesses
- what has worked / not worked
- formal and informal testing and observations
- involvement of specialists, as appropriate, such as Speech and Language Therapist, Educational Psychology, Kirklees Specialist Provision
- factors outside of school e.g. home life, home language etc.

The information collected should consider information across all domains of need; cognition and learning, physical and sensory development and personal, social and emotional development and considered alongside national data and expectations of progress.