

# **Holme upon Spalding Moor Primary School**

## **Policy for Special Educational Needs**

### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (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 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- The National Curriculum in England KS1 and 2 Framework document Sept. 2013
- Statutory Framework for the EYFS (2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the school's SENCO in liaison with the Governing Body, SLT, all staff and parents of pupils with SEND considering current reform.

### **The Schools Special Educational Needs Co-ordinator is:**

Mrs Aileen Rush: BA(Hons) English Studies with QTS  
NASENCO  
MEd Inclusive Education

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Our SENCO is a member of the Senior Leadership Team.

### **Mission Statement:**

At Holme upon Spalding Moor Primary school we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every child in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life.

Holme upon Spalding Moor Primary school adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

Every teacher is a teacher of every child including those with SEND.

## Aims and Objectives

### Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *SEND Code of Practice, 2014*.

Our aims are:

1. To ensure that all pupils with SEN have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing
2. To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently
3. To ensure all children can access a balanced curriculum, differentiated where appropriate
4. To ensure that all pupils with SEN are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning

### Objectives

1. **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services prior to the child's entry into the school.
2. **Monitor the progress of all pupils** to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
3. **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCO and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
4. **Work with parents** to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.
5. **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
6. **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means discussing with pupils their learning and progress and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. membership of the School Council.

## Areas of Need as Identified within the Code of Practice, 2014.

### Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over

time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, Emotional and Mental Health Difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Our school has a clear process to support children and young people, including how we will manage the effect of any disruptive behaviour, so it does not adversely affect other pupils.

### **Sensory and/or Physical Needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf/blind children and young people is available through the Social Care for Deaf/blind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## **Identification of children with SEND**

The school's particular arrangements for assessing and identifying children as having SEN also form a part of our published **Local Offer** which was produced with the Local Authority and with due regard to the general duties to promote disability equality.

- We recognise the definition of SEN as stated in the Code of Practice 2014:  
*“A child has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to children of the same age”.* (p83)
- The school reflects what the Code of Practice states (p88 sect 637) in that children are only identified as SEN if they do not make adequate progress once they have had all the

interventions/adjustments and good quality personalised teaching. This is known as SEN Support (SENS).

- We are alert to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents or the children/young people themselves. Equally it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.
- The four broad areas identified within the SEN Code of Practice 2014 (p86) are ‘**Communication and Interaction**’, ‘**Cognition and Learning**’, ‘**Social, Emotional and Mental Health Issues**’ and ‘**Sensory and/or Physical needs**’ and the children are identified largely within these areas. These areas exemplify the range of need for which the school is able to identify and provide support within the school’s provision.
- The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. The school identifies the needs of children by considering the needs of the whole child which will include not just the special educational needs of the child or young person.
- The ability to identify SEN and adapt teaching in response to the diverse needs of children is a core requirement of the teachers’ standards (2013), teachers are guided and supported in this by the SENCO and information is shared appropriately and frequently.
- Although the SENCO has overall responsibility for the identification of children with SEN in the school it is recognised that other members of teaching staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school.
- Early identification of children with SEN is a crucial factor in overcoming barriers to learning. The SENCO works closely with the school assessment coordinator to interrogate the school tracking data, RAISE online data and FFT.
- At Holme upon Spalding Moor we also use several indicators to identify children’s special educational needs. Such as:
  1. Close analysis of data including: EYFSP, termly and yearly assessments, reading ages and annual child assessments.
  2. Any teacher or support staff concerns.
  3. Following up parental concerns.
  4. Tracking an individual child’s progress over time.
  5. Liaison with feeder schools on transfer.
  6. Information from previous schools. Information from other services.
  7. Very close liaison at the outset with EYFS staff and the SENCO and parents.

**What is not SEN but may impact on progress and attainment may include:**

- Disability
- Attendance and punctuality
- Health and welfare
- Children/young people in receipt of pupil premium
- LAC
- Being a child/young person of servicemen/women
- EAL
- Behaviour

**Teaching Children with SEND**

- Differentiated quality first teaching is a priority for all children in our school including those with SEN.

- Where a child is identified as having SEN, action is taken to remove barriers to learning and put effective special educational provision in place.
- The SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This cycle is known as the graduated approach (**Assess, Plan, Do and Review**).

### **The Graduated Approach**

**ASSESS:** - In assessing a child/young person the school will carry out an analysis of their needs which draws on the teacher's assessments and experiences of the child, their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil progress, attainment and behaviour and their peers and national data. The children's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who may be conducting the assessments. Any concerns by parents are actively listened to and recorded.

**PLAN:** - We recognise that we **must** formally notify parents if their child is being provided with SEN support despite prior involvement and communication. The teacher and SENCO agree in consultation with the parent and child the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review.

**DO:** - The school's SENCO supports the class or subject teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher, they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how this can be linked to classroom teaching.

**REVIEW:** - Reviews are carried out on an agreed date. Some children have an EHC (Education, Health and Care Plan). These must be reviewed by the local authority in partnership with the school at least annually. These reviews are arranged at the school and are part of the SENCO's role. When we review, we evaluate the impact and quality of the support and consider the views of the parents and child. This feeds back into the analysis of the child's needs. The teacher working with the SENCO will revise the support in the light of the child's progress and development and any changes to support and outcomes will be made in consultation with the parent and child. We strive to provide clear information to parents about the impact of support and interventions provided, enabling them to be involved in planning next steps. In transition to another setting information to be passed on will be shared with parents and children, this may involve others being present at review meetings and the SENCO attending meetings offsite to support the transition process.

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

In many cases a child's needs are effectively met within the school setting. Where a child continues to make less than expected progress despite evidence-based support matched with interventions addressing areas of need, it may be necessary to involve specialists from outside agencies. Parents will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies. (Except in child protection cases where a child is deemed to be at risk).

Where assessment indicates that support from specialist services is required the school strives to ensure that the child receives this as quickly as possible. The Local Offer sets out clearly what support is available and how it can be accessed. Some children may have multi-agency involvement. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the need of the child or young person and they have not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. In applying for this the school presents evidence of the action taken as part of SEN Support.

### **Early Years and SEND.**

A child who is under compulsory school age has a special educational need if they are likely to have a learning difficulty or disability that calls for special educational provision when they reach compulsory school age, or they would do, if special educational provision was not made for them. For children under the age of two, special educational provision means educational provision of any kind.

The Early Years Foundation Stage (EYFS) provides a framework that brings together two sets of requirements: the learning and development requirements; and the safeguarding and welfare requirements. These requirements have their legal basis in section 39(1) of the Childcare Act 2006 and apply to all early years providers.

EYFS: sets out an inclusive approach designed to be responsive to individual needs it requires settings to have arrangements in place to identify and support children with SEN or disabilities. Within that is the requirement that all providers are to make information available to parents about how the setting supports disabled children and children with SEN. It requires practitioners to review children's progress and share a summary with parents while also requiring all settings to promote the good health of children attending the setting and to have and implement a policy, and procedures, for administering medicines. It is expected all settings will appoint a Special Educational Needs Co-ordinator (SENCO) who will support staff and advise them on how to focus on delivering improved outcomes and closing the achievement gap between disadvantaged children and others. This includes involving parents in identifying needs, deciding outcomes, planning provision and seeking expertise at whatever point it is needed.

### **Supporting Pupils at School with Medical Needs.**

Our school recognises that pupils at school with medical conditions should be properly supported so they have full access to education, including school trips and physical education. Some children with medical conditions may also be disabled and where this is the case the school will comply with its duties under the Equality Act, 2010. Some of these children may have special educational needs (SEN) and may have either a statement or Education, Health Care (EHC) Plan which brings together health and social care needs, as well as special educational provision.

All children with medical needs within our school have agreed care plans to maximise their access to education. Reasonable adjustments and trained staff ensure disabled children have access to residential educational visits throughout the school year.

### **Monitoring and Evaluation of SEND.**

Whilst the full governing body remains responsible for SEN, they often appoint a SEN Governor to support their work. The SEN Governor promotes the development of SEN provision by:

- championing inclusion and promoting a greater understanding of issues related to SEN by the Governing Body;
- being familiar with key legislation and policy;

- fostering communication between parents/carers of children with SEND and the school;
- meeting regularly with the SENCO and visiting classrooms;
- ensuring they understand the role of the SENCO and how children are supported;
- developing an awareness of the types of SEN present within the school's cohort;
- reporting regularly to the Governing Body;
- understanding how funding received for SEN is allocated by the school;
- attending training in relation to SEND;
- assisting in monitoring the progress of vulnerable children;
- reviewing and monitoring the effectiveness of the SEND Policy.

The Governing Body will report annually on the success of the policy. The SEN Governor will also liaise with the SENCO in relation to the Local Offer and the SEN Information report.

In evaluating the effectiveness of this policy, the school will consider the views of:

- Reports presented by the Head Teacher, SENCO and SEN Governor
- Parents/carers
- Childs
- Outside Agencies

Children's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each child's success in meeting outcomes.
- Use of standardised tests including reading, spelling and numeracy ages
- An analysis of external tests including SATs or equivalent qualifications
- The schools tracking systems and teacher assessments
- Evidence generated from Termly Support Plans and Annual Review meetings.
- Raise online
- Reports provided by outside agencies including Ofsted.

### **Training and Resources.**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking a post within our school. This meeting is to explain the systems and structures in place around the schools SEND provision and practice. The SENCO provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with children with SEND. Specific training can be provided for the SENCO, Teaching Assistants, whole school and parents. The Local Authority provides SENCO Forum's to address training needs while further support can be accessed through the Cluster Schools SEND group.

The notional SEN budget is for the school leaders to use in ways considered most appropriate in improving outcomes for children. It can for example be aligned with other funding (e.g. pupil premium) to optimise impact. The SENCO along with other key staff in the school has a key role in determining how this budget is used, for example to provide interventions and targeted support. The Governing Body oversees this expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy.

### **Roles and Responsibilities.**

The role of the SENCO involves:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and
- Liaising with professionals or agencies beyond the setting
- The SENCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual children with SEN, including those who have EHC plans.
- Overseeing the day-to-day operation of the school's SEN policy and updating it annually and overseeing and updating the school's SEND information report in line with statutory guidelines.
- Co-coordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after child has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet child's needs effectively
- Liaising with parents of children with SEN
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned
- Working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all children with SEN up to date
- Monitor and support a graduated approach of Assess, Plan, Do and Review.
- To ensure that resources and support are allocated and maintained to all those individual children who may need additional provision of support staff in our schools including Teaching Assistants and other adult support.
- Review the work of other adults regularly. In reviewing children's progress and tracking achievement, SENCOs should review targeted support on a regular basis.

Our SEND Governor is; Mrs. D Stead.

Our designated Child Protection teacher is; Mr. S Woodhouse.

Our designated member of staff responsible for managing Pupil Premium is; Mr. S Woodhouse.

### **How our School Deals with Complaints.**

Any complaints should first be raised with the SENCO, then if necessary, with the Head Teacher and finally, if unresolved, with the SEN Governor.

When managing parental complaints with regards to SEND, any of the following may apply;

- Meetings with the parents/carers are arranged, perhaps involving a mediator such as Parent Partnership

- Key issues are identified including where there is agreement.
- Discussions should take place with the SENCO
- Reports provided by outside agencies should be considered
- Outcomes are reviewed examining what progress the child has made.
- Any behaviour logs should ensure strategies are included and shared with parents/carers.

### **Review of the SEN Policy**

The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year.

This policy was written – November 2018

Review date – November 2019