



Harold Court Primary School

**Moving forward together; striving for
excellence!**

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

HEAD TEACHER: Mrs Hogan-O'Neill

POLICY ADOPTED:.....

POLICY TO BE REVIEWED:.....

This policy has been reviewed and to the best of our knowledge we do not feel that it impacts or disadvantages on any group or individual within our school community

POLICY ON IDENTIFYING AND PROVIDING FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

GUIDING PRINCIPLES

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014

A child or child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she -

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has a learning difficulty or disability if they fall within the definition (a) or (b)

A child does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

All our pupils have the right to an education which is appropriate to them as individuals. As far as possible therefore it is our aim to minimise the difficulties that pupils will experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

Three principles for inclusion

- *Setting suitable learning challenges* - We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible
- *Responding to pupils' diverse learning needs* - We take into account the different backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approaches to teaching and learning
- *Overcoming potential barriers to learning and assessment for individuals and groups of pupils* - We recognise that a minority of pupils will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements.

In making provision for pupils with special educational needs and disabilities our policy objectives are:

- to ensure that our duties, as set out in the Education Act 1996, SENDA 2001, Equality Act 2010, are fully met to enable pupils with special educational needs and disabilities to join in the normal activities of the school along with pupils who do not have special educational needs;
- to ensure the school has an Accessibility Plan in line with statutory guidelines.
- to ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs;
- to identify the needs of pupils with disabilities and/or special educational needs (SEN) as early as possible;
- to use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our pupils;
- to provide a graduated approach in order to match educational provision to pupils' needs;
- to develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children;
- to take into account the ascertainable wishes of the children and young people concerned and, involve them in decision making in order to provide more effectively for them;
- to make reasonable adjustments to enable children and young people with disabilities to access the whole school curriculum including school trips and out of school hours activities and learning;
- to ensure effective collaboration with Local Authority (LA) services, health services and social care in order to ensure effective action on behalf of pupils with special educational needs and disabilities;
- to ensure that all staff are aware of their responsibilities towards children and young people with special educational needs and are able to exercise them;
- to carry out the above promptly and with sensitivity in order to avoid embarrassment or further disadvantage to the children and young people we are seeking to help.

ROLES AND RESPONSIBILITIES

In attempting to achieve the above objectives, the Governors, the Head Teacher and the staff will take all reasonable steps within the limit of the

resources available to fulfill the requirements outlined in this policy document.

Governors will fulfill their statutory duties towards pupils with special educational needs as prescribed in sections 66 to 69 of the Children and Families Act 2014. In order to do this they will develop and monitor the school's SEN policy and Accessibility Plan and ensure provision is an integral part of the school development plan. All governors, with the SEN governor or committee of governors taking the lead, will be knowledgeable about the school's SEN provision, including how funding, equipment and personnel are deployed. The governors will monitor the quality of SEN provision and ensure all staff are appropriately trained and qualified.

The Head Teacher has overall responsibility for the day to day management of SEN provision and the Accessibility Plan. S/he will work closely with the school's SEN coordinator (SENCo) and will keep the governing body fully informed about the working of this policy, taking account of the requirements listed by OFSTED in the Handbook for the Inspection of Schools. S/he will encourage all members of staff to participate in training to help them to meet the objectives of this policy including that the SENCo achieves the statutory requirements for the performance of his/her duties.

The Deputy Head Teacher has overall responsibility for the day to day management of SEN provision and the Accessibility Plan. S/he will work closely with the school's SEN coordinator (SENCo) and will keep the governing body fully informed about the working of this policy, taking account of the requirements listed by OFSTED in the Handbook for the Inspection of Schools. S/he will encourage all members of staff to participate in training to help them to meet the objectives of this policy including that the SENCo achieves the statutory requirements for the performance of his/her duties.

The Special Educational Needs Co-coordinator (SENCo)

NAME: Wendy Donnelly-Symes

The SENCo has to be a qualified teacher and meet the statutory standards for practice including those necessary to ensure full accreditation. The SENCo will be responsible for: the day to day operation of this policy; coordinating provision for pupils with SEN by working closely with staff, parents/carers and other agencies; providing professional guidance to colleagues with the aim of securing high quality teaching; monitoring the quality of teaching and standards of pupils'

achievement, and by setting targets for improvement; collaborating with curriculum coordinators to ensure learning for all children is given equal priority; ensuring that proper records are kept; contributing to the in-service training of staff; using available resources to maximum effect.

All staff should be fully aware of the contents of this policy and, in particular, of the procedures described below. Appropriate in-service training will be made available.

The Responsible Person NAME: Wendy Donnelly-Symes
The school has informed the LA that, when the LA conclude that a pupil at the school requires an Education, Health and Care Plan, they should inform the SENCo who will ensure that whoever teaches the pupil knows about his/her special educational needs or disabilities.

ADMISSIONS

Harold Court School aims to meet the needs of any pupil whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. This includes pupils with disabilities who we anticipate might attend. The currently agreed admissions policy of the Governors makes no distinction with regard to pupils who have SEN. No pupil can be refused admission solely on the grounds that s/he has SEN except where the pupil is the subject of a "Statement" under section 324(1) of the Education Act 1996 and the Local Authority has indicated (in section 3 of the Statement) that the provision required is incompatible with that available at our school.

Where a pupil due for admission is known to have special educational needs the SENCo will gather appropriate information from any school the pupil has been attending and from other agencies known to have been involved. The donating school is responsible for providing this information.

Medical needs

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.

- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within supporting pupils at school with medical conditions (DfE) 2014 and

identified in the school Medicine Administration Policy. Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

- In the last five years the following adaptations have been made to the school environment:
 - Disabled parking spot marked and located next to the school reception.
 - All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
 - A ramp (situated near the staff car park) is available into school to ensure the site is accessible to all.
 - One toilet has been adapted to ensure accessibility for visitors with a disability.
 - A medical room has been provided in order to enable a safe place for insulin testing/injections.

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

RESOURCES

When the governing body approves the school's budget, consideration will be given to the resources allocated to meeting special educational needs. The annual report to parents will include this information. The Head Teacher will manage the allocated funds and will ensure that the best use is made of these resources through provision mapping. It is now a mandatory requirement that schools fund up to the first 11 hours or £6,000 of any SEN support required by a young person.

STAGES OF INTERVENTION AND PROVISION

Pupils at Harold Court School will have access to the school's broad and balanced curriculum. This will be achieved by differentiation of work by teachers through **Quality First** teaching. Pupils falling just below national expectations will usually benefit from in class support and differentiated tasks which will vary depending on the child's needs. When a pupil is consistently and significantly falling behind normal expectations, interventions will be implemented (SEN support).

SEN Support

This follows an ASSESS, PLAN, DO, REVIEW model of graduated intervention.

1. An important feature of SEN Support is the collection of all known information about the pupil and that those in regular daily contact with the pupil should attempt to deal with the concerns raised. When a teacher, member of the pastoral team or SENCo identifies a pupil with special educational needs they will provide interventions ADDITIONAL TO or DIFFERENT FROM those provided as part of the school's usual differentiated curriculum offer. Consideration will be given when setting homework that it is also differentiated according to the pupil's speed of working.
2. The triggers for intervention will be concerns about the individual pupil who, despite receiving differentiated learning opportunities;
 - makes little or no progress
 - shows signs of difficulty in developing literacy and numeracy skills that result in significantly poor attainment
 - persistent emotional and/or behavioral difficulties which continue despite management techniques generally used in the school
 - has significant sensory or physical problems that impact on their ability to learn
 - has communication and/or relationship difficulties which continue despite differentiated approaches to the curriculum.
3. The parents/carers of the pupil will be informed as soon as concerns emerge and will be consulted with by appropriate staff, and the views of the pupil sought. All information about the pupil from within the school, together with any additional information from the parents will be considered.

This will begin by class teachers and parents meeting together to complete an initial concern form 1. A flow chart to show the process can be found in appendix 2.

ASSESS

A clear understanding of a child's needs is a critical precondition to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to good progress and improved outcomes. Assessment can be drawn from a range of resources:

- Teachers' assessment and experience of the pupil

- Pupil progress, attainment and behaviour
- The views and experiences of the parents
- The child's own views
- Advice from external support agencies.
- Pupil review meetings

At Harold Court a range of individualised assessment tools and approaches are used to support a closer identification of need, such as:

- Standardised tests
- Reading assessments
- Observations
- Questionnaires to parents/children
- Screening assessments

Evidence is key to identifying needs and ensuring that the appropriate provision is made. If a teacher has a concern about a child's needs then they must be in discussion with parents and discuss the steps that will put in place. This may be additional reading support within school or this may be Precision teaching to focus on a difficulty.

The SENCo will undertake further assessment of the pupil as appropriate and may use outside specialists to enhance the provision being made.

PLAN

Every child should receive high quality teaching, differentiated to meet individual needs.

Following on outcomes of assessments teachers need to consider the child's strengths, area of need, barriers to learning; parents' views which will support and inform their planning. All staff that work and support individual children need to be informed of any strategies or approaches that are required.

When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.

The class teacher working with the SENCo should agree in consultation with the parents/carers and the pupil the adjustments, interventions and support to be put in place and the targets to be achieved. This should be recorded in an Individual Plan.

- These adaptations may include strategies suggested by the SENCo and/or external specialists.
- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT

and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

DO

It is imperative that teachers work closely with all staff to plan and assess the impact of targeted interventions

- The pupil's class teacher will be responsible for working with the pupil on a daily basis and for planning and delivering the individual Plan (IP).

REVIEW

Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil. The will also be involved in setting further targets. Subsequent IEPs will reflect strategies to meet the needs and show a graduated response to those needs.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Behaviour Support Service
2. Educational Psychologist Service
3. School Nurse
4. Child & Adolescent Mental Health Service

In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEN support reviews but also through the school reporting system and Parents' Evenings. Parents may also find the home-school diary a useful tool to use to communicate with school staff on a more regular basis. Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENCo, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success.

Progress may be such that the pupil is no longer giving cause for concern and can revert to being subject to the usual differentiated curriculum available to all pupils.

For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required in meeting their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

School Request for a Statutory Assessment

The SENCo will again take a leading role and will provide information to a moderating panel, who will scrutinise the information provided, including:

- the school's action through Assess, Plan, Do, Review cycles
- individual progress plans for the pupil
- records of termly reviews and their outcomes (minimum of two consecutive reviews) covering at least a six month period
- an individual provision map
- the pupil's health, including a medical history where relevant
- tracking of progress in National Curriculum levels
- attainments in literacy and numeracy
- educational assessments from an advisory specialist, support teacher or educational psychologist
- views of the parent and child
- involvement of other professionals
- involvement of the social services or education welfare services
- pupil attendance records

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's special educational needs. The school's role here is to continue to support the pupil and this remains the case if the LA decides not to draw up an Education, Health and Care Plan following assessment.

Education, Health and Care Plan

If the LA decides to draw up an Education, Health and Care Plan then the school's role is as follows.

1. The Head Teacher/SENCo will implement the recommendations
2. Short-term targets will be set and reviewed at least twice a year. The strategies to meet those targets will record only that which is ADDITIONAL TO or DIFFERENT FROM the differentiated curriculum.

3. Progress will be formally reviewed by holding an annual review meeting. Those to be invited at least two weeks before the meeting are;
 - the pupil's parent/carer
 - relevant teacher/s and TA/s
 - representative of the LA
 - the pupil
 - where appropriate representatives of health and social services, other professionals closely involved and, in the year of transfer to Year 7, SENCo or representatives from secondary school.
4. The SENCo will seek;
 - written advice from parents and professionals
 - ascertain the views of the pupil
 - convene the review meeting
 - prepare a review report for the LA
5. The review report will be copied to parents, LA and other relevant professionals no later than 10 days after the meeting or at the end of term, whichever is the earliest.

The Annual Review in Years Five and Six

The annual review in Year Five should be held no later than the end of the Spring Term. The review should suggest amendments to the pupil's Education, Health and Care Plan (EHCP) if required. The Plan once amended will be used to inform the consultation for secondary schools in the following Autumn Term. Following this planning for transfer to secondary school will be undertaken. Part of this process will be arranging the Year Six annual review in the Spring Term or as early as possible thereafter, to which the SENCo or their representative from the receiving secondary review will be invited. This must be a person centred review and a one page profile written to go with the pupil to secondary school.

INCLUSION

Harold Court Primary School is fully committed to the principle of inclusion and the good practice, which makes it possible. Our policy, as set out in this document, will enable pupils with SEN to be an integral part of our school community.

Regardless of the stage pupils have reached all pupils will be given full access to the full range of activities the school has to offer. This will be achieved by careful consideration of the needs of each pupil and by either modifying activities or by providing support that will help the pupil to participate in them. Pupils will only be withdrawn when:

1. They will benefit from some intensive individual work on a cross curricular skill
2. It is clearly inappropriate, or medical advice indicates that it is unsafe for the pupil to participate and some alternative has been arranged.

If a child's needs who is referred to Harold Court, needs become too great, as decided by Head Teacher and SENCo, an alternative educational placement will be suitable.

INVOLVING PUPILS AND PARENTS/CARERS

The views of parents will be sought at all stages of assessment and provision. The views of the pupil will be ascertained and the pupil will be directly involved in the process. All communication involving decisions about a pupil will be recorded and dated. Letters to parents regarding decisions about their child will have a section to be signed and returned.

Staff will build a relationship with the parents/carers of pupils with SEN and will encourage them to work with the school in helping their child. Parents and teachers can, by working together, build up a more complete picture of a pupil and his/her needs. We intend that parents/carers will feel able to ask about our provision and express their concerns to us. In return we will seek their help regarding work that they can do with their child at home.

Records will be kept of all who are parents and/or have parental responsibility for each pupil. When this involves adults in more than one household we will deal directly with the parent who has day to day responsibility for the pupil. We will seek to involve all parents and those who have parental responsibility in decisions about their child or young person, while appreciating sensitivities that may arise.

SENDIASS

The LA has made arrangements to provide impartial information and advice on SEN matters to the parents/carers of pupils with special educational needs and disabilities. The overall aim of the service is to empower parents to play an active and informed role in their child's education. They provide a range of useful information booklets, which are available in school or directly from the service on their website <http://www.havering.gov.uk/SENDIASS>. Parents will be informed of the availability of this service, which includes access to an independent parent supporter. In Havering this is done through the SENDIASS (formally

Parents in Partnership) and contact information is available from their website.

LEAVING SCHOOL

When a pupil leaves the school, the SENCo will forward relevant information about the pupil's needs to the next placement. Where a pupil is moving to another local school this will be achieved, wherever possible, by inviting a representative to the last review meeting that is held under the staged procedures described above. We maintain good links with local secondary schools, who receive our pupils.

WORKING WITH OUTSIDE AGENCIES

The Head Teacher, or a person nominated by the Head Teacher which could be the SENCO/INCO, will oversee and liaise with Health Services, Social Care and other relevant professionals working with pupils in the school. Health Care planning will follow the protocol agreed by Health and Education. The Head Teacher, or nominated person, will ensure that staff has relevant training and there are procedures in place to support pupils.

COMPLAINTS

From time to time parents, and others concerned with the school, will become aware of matters, which cause them concern. To resolve such situations the Governing Body has a General Complaints Procedure.

It is intended that the procedure will –

- help to resolve problems by informal means;
- be simple and easy to understand;
- be non-adversarial;
- provide confidentiality;
- allow problems to be handled swiftly;
- address all points at issue;
- inform future practice so that the problem is unlikely to recur.

Full details of the procedure are available from the school office.

MONITORING AND EVALUATION

The Governors ensure that SEN provision is an integral part of the school development plan and will evaluate the effectiveness and success of this policy in the light of the policy objectives detailed under the heading "Guiding Principles". In order to achieve this, Governors will monitor:

- The standards and progress made by pupils with special educational needs and disabilities.
- The number of pupils at SEN Support and those with Education, Health and Care Plans in each year group.
- The movement of pupils on SEN Support and Education, Health and Care Plans across the categories as recorded on the school's provision map.
- The level and pattern of help provided at each stage (i.e. average time allocated and the balance of in-class and withdrawal help) as evidenced in the provision map.
- Case examples selected from all stages of pupils with special educational needs especially those who are Children in Care.
- The views of parents expressed on stage forms and any complaints received.
- The extent to which pupils' views are reflected on IEP forms.
- Details of visits by specialist teachers, educational psychologists and other agencies.
- Staff views on in-service training opportunities and the training opportunities available.

SEN INFORMATION REPORT

The school will publish an annual report on SEN on its website containing the information required by the Special Educational Needs (Information) Regulations 2015. This will include information on where the Local Offer can be found at www.havering.gov.uk/directory#

Harold Court Primary School local offer can be found at https://www.haroldcourt.org.uk/docs/Harold_Court_LOCAL_OFFER_2018-19_2_.pdf

REVIEW OF POLICY

This policy will be monitored and amended as appropriate every year. There will be a full review of this policy in 2020.

This policy is available in English but can be translated into another language on request.

Appendix one
Initial Concerns Form

Name:	DOB:
Class:	Year:
Date:	

Area of main concern:

- Reading
 Writing
 Spelling
 Understanding language
 Speech
 Numeracy
 Behaviour
 Motor skills
 Other _____

Please explain your main concerns

What interventions/support is currently in place?

Discussion with parents

Further action/interventions to put into place

Signed _____ child

Signed _____ parent

Signed _____ teacher

A review meeting will take place in approximately 6 weeks time to review progress and to discuss further action.

Appendix two

Steps for Children who are Causing a Concern

Add child to Cause for Concern overview and complete initial concerns form with parent.
1 copy in SEN file.
1 copy to SENCo.

6 weeks monitoring

Complete review form with parents.

Child is attaining age expected levels or 1 sub level below.

Continue to monitor child's progress, implementing support where needed.

Child is more than 2 sub levels below age expected levels.

Discuss with SENCo to place on SEN support and implement a different intervention.

EHC Assessment Process

Request Stage

Request for needs assessment received from young person, parent, educational setting or other professional working with the family.

Case Officer reviews assessments/reports and information held on file.

Case Officer meets family to seek background information to complete "All About Me/My History", explain the process, ask if further assessments are needed and give dates of next meeting.

Request discussed at Education, Health and Care panel and decision given in writing.

6 Weeks

Assessment Stage

Agree to Proceed

A&P Admin requests any additional assessments/reports from professionals.
First draft of plan with basic information sent to parents and all those attending Person Centred meeting/Support planning meeting.

Not agreed to proceed

Case Officer explains the decision of the panel to parents. Parents given the right to appeal.

Support planning meeting held at child/pupil's/young person's setting to discuss how needs can met from Local Offer.

8 Weeks

Planning Stage

Person centred meeting/Support planning meeting held with parents and/or child, pupil or young person with Case Officer and ALL relevant professionals. Assessments shared, outcomes identified and support needed agreed.

Case Officer drafts EHC Plan and presents to EHC panel.

EHC panel to decide if EHC Plan required.

Agree to issue EHCP

Plan sent to parents and all professionals with form for parents to complete with any comments on plan or placement.

Once agreed, plan to be finalised.

Not agreed

Support planning meeting held at child/pupil's/young person's setting to discuss how needs can met from Local Offer.

6 Weeks