

Honley CE (VC) Junior, Infant and Nursery School



SPECIAL EDUCATIONAL NEEDS POLICY

Reviewed and approved by governors	December 2017
Next Review Date	December 2018

Introduction

At Honley Junior, Infant and Nursery School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. All teachers are teachers of children with Special Educational Needs. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed, within a culture of high expectations. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010. Together we take pride in making a positive contribution to our school and the wider community.

We believe that every child matters and barriers to learning and inclusion are tackled to enable all children to:

- Achieve the best possible educational and other outcomes
- Become confident children who are able to express their own views and feelings, and
- Make a successful transition to the next stage of their education.

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

A child or young person has SEN if they have a learning difficulty or disability 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 them from making use of educational 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 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.

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 Report 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 new Code of Practice, this policy has been co-produced with staff (SENCOs, Senior Leadership Team), Governing Body (SEN Governor), parents and families.

Contacts

- The person responsible for overseeing the provision for children with SEN is Linda Goodall, (Headteacher).
- The people co-ordinating the day to day provision of education for pupils with SEN are Karen Atkinson (EYFS and KS1) karen.atkinson@honleyjin.co.uk and Penny Kingston (KS2) penny.kingston@honleyjin.co.uk
- The Governing Body link governor for SEN is Deborah Ogden.

Long Term Aim of this Policy

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives

- To work within the guidance laid down in the SEND Code of Practice 2014
- Staff members seek to 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 and primary settings prior to the child's entry into the school.
- To operate a whole school approach to the management and provision of support for SEN that takes into account all of a pupil's needs (Assess, plan, do, review model).
- 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 SENCOs and Headteacher 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.
- 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 and providing regular feedback on their child's progress.
- To provide an appropriately qualified and experienced SENCO in post who can ensure that the SEN Policy is put into practice.
- To provide support and advice for all staff working with SEN pupils.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Outreach Services (Physical Impairment, Hearing Impairment, Autism, Occupational Therapy), Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS, network of SENCOs in the Honley Partnership, Targeted Youth Support.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school forum, residential visits, school plays, sports teams and a wide range of clubs.

Identification of Special Educational Needs (SEN)

Children and young people are identified as having SEN if they have a significant and persistent barrier to their learning which means that they do not make adequate progress through quality first teaching.

Quality first teaching draws on a range of teaching strategies and techniques that are closely matched to the specified learning objectives and the particular needs of the children in the class or particular group. It may involve direct whole-class teaching or alternatively may have significant elements of enquiry-based individual or group work. It demands 100% participation from the children who are aware of their own personal targets and sets high and realistic challenges. Children are encouraged to work independently with support and encouragement from the class teacher and support staff as appropriate. Quality first teaching aims to support the children to develop positive attitudes to life-long learning and the skills they will need to achieve this. Quality first teaching may include: talk/writing frames, the task set at an appropriate level, use of resources specifically to support a child, allocation of adult support for a given task in group/paired or individual work, use of specialised programmes for short term intervention.

Class teachers have the responsibility of planning and evaluation quality first teaching for all the children in their class and to ensure that support staff are aware of the strategies that are being used. The quality of teaching within the school is regularly monitored by the Headteacher and members of the Senior Leadership Team and forms part of every teacher's Appraisal process. The Teaching and Learning Policy for the school is available via the school's website.

If, despite quality first teaching, a child is not making expected progress then it may be that they have a Special Educational Need.

The SEND Code of Practice identifies 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.

Whilst other factors may impact on progress and attainment, for example, attendance, English as an Additional Language, being a Looked After Child, being in receipt of Pupil Premium, these do not alone constitute SEN. However, the school continues to identify and support these children through quality first teaching and a range of other strategies.

The Code no longer allows for the identification of behaviour to describe SEN. Any concerns the school or the parents/carers may have about a child/young person with behavioural needs would form an underlying part of a wider need (above) which we aim to recognise and identify clearly. The processes of our Behaviour Policy directly link with the SEN Policy.

A Graduated, Whole School Approach to SEN Support.

Class 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.

In school, we review the quality of teaching for all children/young people, including those at risk of underachievement. The leadership team and relevant subject leaders observe lessons, scrutinise selections of children's work, interview pupils and review planning, in order to maintain the quality of teaching and

learning. Each term there are formal Pupil Progress meetings between senior leadership and class teachers, to monitor and discuss the progress of all children in each class. At parents' evening twice a year, progress and attainment are discussed with parents/carers and at the end of each year a full report is produced for parents/carers about their child. Year group teams meet every week to ensure consistency in planning and to discuss progress and attainment. There are regular staff meetings where all staff come together to analyse books, moderate assessments and to agree a consistent approach to all aspects of teaching and learning.

The school may decide, in collaboration with the parent/carer, to place a child on the Special Educational Needs register at **SEN Support**. This decision would be taken following careful consideration of a number of factors including:

- Discussion with the child and their family,
- Discussion with the class teacher including a review of the different quality first teaching strategies that have been tried and their impact,
- The results of any assessments including observations of the child working in different areas of the curriculum to identify their strengths and barriers to learning,
- Information from outside agencies such as Speech, Language and Communication Therapists.

The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes.

Assess

This involves clearly analysing the child's needs using the class teacher's assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The child's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the child is progressing.

This analysis will require regular review by the class teacher to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents. This would require a referral by the SENCO, using the appropriate form for the chosen specialist provision.

If a child's needs are more complex and require more external support via specialist provisions, and if there are indications that an Education, Health and Care Plan (EHCP) may be needed as the child's needs are assessed (in discussion with the SENCO), then a My Support Plan (MSP) may also be drawn up.

Plan

Planning will involve consultation between the teacher, SENCO, parents and where appropriate the child to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the child, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. This will be written into an Additional Needs Plan (which is reviewed in October, February and June). The support being given to each child will be recorded on the school's overall 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 the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the child's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the child and where necessary their parents. The class teacher, (in conjunction with the SENCO for advice where needed) will revise the support and outcomes based on the child's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

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), if a child/young person's needs are more complex, we will use a My Support Plan to record outcomes, provision, resource and strategies in place.

Referral for an Education, Health and Care Plan

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. Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

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 at the end of each monitoring cycle. Where a child has been removed from the SEN register, they are still monitored by the class teacher, SENCo and senior managers. This ensures that their progress continues to be closely tracked.

Supporting Children 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. Families are always welcome to speak with class teachers about any concerns they may have and arrangements for this can be made directly with class teachers. Both our SENCOs are also available to speak with families and can be contacted as previously described.

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 personalised support we offer their child, we also provide information about:

- Our admissions arrangements (the policy is available on the website and in school),
- Our links with other agencies,
- Our arrangements to ensure appropriate access to assessments,
- Our transition arrangements,
- Our policy on managing any medical conditions.

Supporting Children at School with Medical Conditions

At Honley Junior, Infant and Nursery School we recognise that children 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 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 an EHC Plan. If so, the SEND Code of Practice (2014) is followed.

Each child with a medical condition will have individual and specific needs and these will be identified and supported in line with the Managing Medical Needs Policy.

Monitoring and Evaluation of SEND

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of regular Parent Forum meetings, Pupil Progress meetings termly between the Senior Leadership Team and class teachers, and through progress meetings with parents and children as part of the monitoring cycle. Children's progress will be monitored on a termly basis in line with the SEN Code of Practice. Children are involved in setting their own targets and have the opportunity to talk about their successes and challenges. SEN provision and interventions are recorded on a detailed provision map, which is updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCO and

information is fed back to the staff, parents and governors. The SEN Governor has an overview of SEN in the school and meets regularly with the SENCOs to discuss this and ensure statutory duties are carried out. 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 children.

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 Educational Funding	Mainstream per pupil funding (AWPU)
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.

The amount of money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a child's SEN support.

Additional resources for individual statements and EHC plans - Element 3 are allocated by **top-up funding** from the High Needs block budget. The level of top up funding for each child is allocated at four levels i.e. A, B, C or D depending on the type and level of need of each child. High Needs children with EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

b) Workforce Development

An induction process is in place for all teachers and support staff and this includes a meeting with the SENCO to explain the systems and structures in place to support the needs of individual children and young people.

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENCOs attend relevant SEN courses, SENCo network meetings and facilitate/signpost relevant SEN focused external training opportunities for all staff. They also attend the termly Honley Additional Needs Partnership meeting with the Educational Psychologist and pyramid SENCOs to discuss and share advice, resources and information.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCOs, with the senior leadership team, ensure that training opportunities are matched to school development priorities and those identified through the use of provision management.

All staff take part in the appraisal system, with outcomes linked to the progress of children.

Roles and Responsibilities

- The SEN Governor is Deborah Ogden. She meets with the SENCOs at least once a term and monitors the progress of pupils/students with SEN.
- Teaching Assistants and Learning Mentors carry out a range of roles across the school. They work closely with the class/subject teachers who oversee their work and plan with them.
- The Designated Teachers for Safeguarding are Linda Goodall, Nicolle Burns-Keane, Penny Kingston, Nicky Carr and Karen Atkinson.
- The member of staff responsible for Looked After Children is Penny Kingston.
- The member of staff responsible for managing the school's responsibility for meeting the medical needs of children is Linda Goodall.

Storing and Managing Information

All documents relating to children and young people on the SEN Register are stored on the school's secure ICT system. Paper copies of documents are kept in locked cabinets.

Our confidentiality policy is on the website - this also contains the required information on information management. We also comply with the legal requirement to have the data protection act on display in school (offices) and to distribute it to any new starters.

Reviewing the Policy

We will review this Policy annually or in response to any changes to best practice advice or statutory duties.

Accessibility – Statutory Responsibilities

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information.

This plan is reviewed annually, barriers are identified, and plans put in place to remove them. Parents/carers can contact key staff by phoning the office on 01484 508001

Bullying

At Honley Junior, Infant and Nursery School we have a whole school approach to mitigating the risk of bullying, and developing independence and building resilience in our children with SEN. We do this by:

- Referral to the Learning mentor as appropriate
- Participation in anti-bullying week every year
- Linked buddies
- Restorative practices
- Our Anti-bullying Policy and Safeguarding Policy linked to our Behaviour Policy (on the school website)

Dealing with Complaints

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or one of the SENCOs, who will be able to advise on formal procedures for complaint.