

<p>HYNDBURN PARK PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY</p>

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with the following guidance and documents:

- 0-25 SEND Code of Practice (January 2015)
- Equality Act 2010: Advice for Schools (DfE February 2013)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (December 2015)
- Child Protection and Safeguarding Policy
- Teacher Standards 2012
- Accessibility Plan
- The National Curriculum in England Key Stage 1 and Key Stage 2 Framework Document (September 2014)
- Early Years Framework (September 2012)

It was written by the school's SENCo with the SEN Link Governor in liaison with the SLT, all staff and parents of pupils with SEND.

The school's SENCo is Mrs Joanne Hardwick, who is the the Assistant Headteacher Inclusion Manager and is a member of SLT. Joanne has completed her National Award for SEN in 2017. She can be contacted on 01254 233171.

I. INTRODUCTION

We believe that every child is entitled to a curriculum that "enables them to achieve the highest possible standards, develops the whole child by catering for their social, emotional, physical, intellectual and moral development and encourages purpose, self-discipline, independence and community responsibility in a caring, supportive, positive and secure learning environment".

We believe that the curriculum is the key to promoting our aims for **all** children.

We believe the education of our children is very much a partnership between the school, the child and the home.

Legislation defines a child with special educational needs and disability (SEND) as having:

a) A significantly greater difficulty in learning than the majority of children his / her age

OR

b) A disability which either prevents or hinders him / her from making use of educational facilities of a kind generally provided in schools, within the area of the local authority concerned for children of his / her age.

This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.

Disabled children and young people without SEND are not covered by the Bill or this Code of Practice but are covered by provisions elsewhere in legislation, including in the Children Act 1989, the Equality Act 2010 and the Health and Social Care Act 2012.

We support this view and therefore we aim to cater for the individual learning needs of every child whilst also recognising the need for specialised provision to ensure access to all aspects of the curriculum for all children.

We also recognise that pupils of any ability can underachieve at times. Through matching work to the needs of the children, staff at Hyndburn Park Primary School give children every opportunity to overcome their difficulties.

The Equality Act 2010

Everyone covered by this Code has duties in relation to disabled children and young people under the Equality Act 2010. They **must** not discriminate and they **must** make reasonable adjustments for disabled children and young people. Public bodies are also under wider duties to promote equality of opportunity.

The definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

2. OBJECTIVES

The aims of the policy are:

- To identify pupils with SEND as early as possible and to make appropriate intervention through using appropriate teaching methods;
- To identify pupils of all abilities who are underachieving and to act upon this;
- To support children to make the best progress they are capable of;
- To maintain appropriate records and to monitor pupil progress;
- To provide full access to the National Curriculum. By providing full participation for pupils with SEND, the promotion of good practice for all pupils will be encouraged;
- To develop partnership with parents / carers in the education of their child;
- To encourage success and participation for all pupils, whatever their level of ability; and
- To continue to develop a whole school approach to meeting the needs of pupils.

Good practice for children with special educational needs is good practice for all children.

The SEND co-ordinator (SENCo) will be responsible for the co-ordination of all matters relating to Special Educational Needs and will be the person who liaises with outside agencies as well as overseeing provision within the school.

3. ADMISSION ARRANGEMENTS

Admission arrangements for the school are described in the school's admissions policy. The school welcomes pupils irrespective of their ability and anticipates that the needs of most pupils will be met within existing school provision. Pupils with a Statement of SEND / Education Health and Care Plan (EHCP) will not be discriminated against, in line with legislation outlined in the Equality Act 2010.

SEND Information Report

The school's SEND Information Report is published on the school website. This comprehensive report provides details of SEND provision in school and is updated annually.

Local Offer

Hyndburn Park Primary School has published a local offer, setting out in one place information about provision we make available for children in our school who have SEND.

The local offer has two key purposes:

- To provide clear, comprehensive and accessible information about the provision available; and
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents and carers, and service providers in its development and review.

The local offer and the SEND Information Report are both available on the school website (under SEND) which can be accessed at www.hyndburnpark.lancs.sch.uk

4. IDENTIFICATION AND ASSESSMENT ARRANGEMENTS

Special Educational Needs and Disability provision can be considered as falling into four broad areas:

1. Communication and Interaction;
2. Cognition and Learning;
3. Social, Mental and Emotional Health; and / or
4. Sensory and / or Physical.

(0-25 SEND Code of Practice - 2014)

The school places significant emphasis on the early identification of pupils experiencing difficulties accessing learning and general school life opportunities.

As a school we consider the following NOT to be SEND, but may have an impact on progress and attainment:

- Disability (the code of practice outlines the reasonable adjustment duty for all settings and schools provided under the current disability equality legislation);
- Attendance and punctuality;
- Health and welfare;
- EAL;

- Being in receipt of the pupil premium grant;
- Being a child who is looked after (CLA); and / or
- Being a child of a serviceman/woman.

The SENCo liaises closely with the assessment leader to analyse data and individually track pupils experiencing difficulties. Baseline information, Early Years Foundation Stage (EYFS) Profile information, end of Key Stage SATs, PIVATS and any standardised scores are all used to inform the school of pupils who may require early intervention strategies.

A formal initial concern recording sheet is completed indicating in specific terms the concerns relating to individual pupils and this is discussed with the SENCo. If further action is deemed necessary then the child's parents / carers will be informed immediately.

The school has adopted a policy of high quality differentiated planning to accommodate a wide range of pupils with varying abilities, along with focused provision maps identifying the provision for all pupils. Pupils will only be placed at SEND Support on the SEND Record if their needs are "additional to" or "different from" the quality differentiated teaching and learning opportunities. The cycle of assess – plan – do – review will be followed at all times.

If a pupil's needs are not met despite the implementation of good, sharp SEND Support Plans (SSPs) then the school will inform parents / carers and involve external agencies to offer additional support and advice. SSPs will be more detailed and include the specialist advice offered by the external agencies involved. Following a reasonable period of time if the pupil's needs are still not being fully met then the school will inform the parents of their intention to call a request for statutory assessment which may lead to an EHC plan being issued and additional funding possibly being allocated from the LA to support the pupil's needs more effectively.

For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care Plan (EHCP) replace statements and Learning Difficulty Assessments (LDAs);

A record of all pupils identified as having special educational needs will be kept by the SENCo in consultation with the class teachers.

All teachers have a key role in monitoring all aspects of pupil performance and, in particular, the identification of pupil needs. Parents / carers will be kept informed at all stages.

SEND SUPPORT - If a pupil's needs become additional to, or different from, the class teacher's differentiated arrangements then they will need to discuss the pupil's needs with the SENCo and make special arrangements in the class. This may involve grouping, a special programme of work, modified tasks, different seating arrangements or extra adult attention. The class teacher and SENCo will make more detailed arrangements including an SEND Support Plan (SSP) for each child. This plan will be drawn up by the class teacher, with support from the SENCo when required.

External advice will be sought and included in the pupil's support programme. There may be some direct input and advice from a specialist teacher from within the LA (Special Educational Needs and Disability Service – SEND) or another outside agency. The SSPs will become more detailed and the pupil's progress monitored at least half-termly and reported to parents / carers.

STATUTORY ASSESSMENT – Where a child’s needs cannot be met solely by the arrangements described above, the SENCo will put the child forward for statutory assessment to the LA. If the child’s needs are such that the LA believes that additional resourcing is required to fully support their needs, then an EHC Plan is issued outlining the provision to be made.

Assessment is central to our planning for all pupils. In assessment we should:

1. Analyse the child’s learning difficulty;
2. Clarify the child’s needs for different kinds of approaches or resources; and
3. Provide for those needs, whilst continually assessing the child’s progress.

Assessing special educational needs is not an end in itself, but a first step to understanding and providing for the child’s needs and monitoring the child’s progress. Particular use is made of teacher assessment as well as:

- Early Years Foundation Stage Profile information;
- Baseline assessments in Reception;
- End of Key Stage SATs;
- PIVATS profiles; and
- Behavioural profiles.

Co-ordination

The SENCo is responsible for:

- Keeping a record of pupils with SEND and updating this;
- Supporting pupils with SEND in class;
- Supporting teachers in writing SSPs and assessing pupil progress;
- Purchasing and organising resources;
- Liaising with external agencies;
- Making referrals;
- Ensuring that appropriate records are kept;
- Supporting the transition of pupils with SEND into the school and onto high school;
- Liaising with the SEND governor and preparing appropriate reports (termly);
- Supervising non-teaching staff; and
- Meeting with teaching assistants regularly.

5. SEN FUNDING AND RESOURCES

The headteacher and SENCo meet at least annually to discuss the SEND funds stated on the school’s budget allocation. The needs of the pupils requiring SEND provision are discussed and appropriate measures taken to ensure these needs are met. INSET plans are made and costed for all staff, including non-teaching staff to increase their knowledge, skills and expertise in SEND issues. Key resources, including ICT software to support SEND, are identified and ordered as necessary. Support staff are deployed effectively and flexibly to best meet the needs of all pupils with SEND.

The provision for all pupils in receipt of an Education, Health and Care Plan is established and shared with their parents / carers.

6. REVIEW PROCEDURES

It is the responsibility of all class teachers to monitor the support and provision for pupils with SEND in their care.

For pupils on SEND Support there will be a half termly review and evaluated SSPs will be sent home. SSP targets will be reviewed and new targets will be set by the class teacher. These targets will be sent home to parents / carers with an acknowledgement slip to indicate that SSPs have been received.

For pupils who receive involvement from an external agency, a more formal review will be held if the school feels this is necessary, to which external agencies will also be invited.

Where a pupil has an EHC Plan there is, at the minimum, an annual review carried out by the school in conjunction with the LA to which parents / carers and external agencies are encouraged to attend.

This work is co-ordinated by the school's SENCo.

7. LINKS WITH OTHER SCHOOLS

Particular attention is given to make sure that at Hyndburn Park Primary School we are aware of any new pupils identified as having special educational needs so that appropriate arrangements can be made in advance of their admission. Where pupils transfer to high school, relevant information gathered will be passed on and the SENCo at the high school kept fully informed of the needs of the individual recorded on the SEND record. Transfer reviews in Year 5 should begin to establish the parents' / carers' preference of high school in order to assess the arrangements prior to the transfer. An additional review in the spring term (early summer term if necessary) of Year 6, when a high school place has been allocated, should be convened to which the high school SENCo is invited.

8. PARTNERSHIP WITH PARENTS / CARERS

Parents / carers are valued, and their contribution in terms of identification and support for pupils with SEND is fully recognised. Parents / carers will be kept fully informed where their child has special educational needs and will be encouraged to attend reviews, support the development of individual approaches to their child and provide help at home wherever possible. The SENCo will meet with parents / carers of children on the SEND record at least once a term.

Parents / carers are always welcome to discuss any matter relating to their child's progress but are advised to telephone the school to make appointments to ensure that staff are available. The arrangements described in the policy to keep parents / carers informed about matters relating to Special Educational Needs are additional to the standard methods of reporting and consulting available for all parents / carers.

9. EVALUATION OF THE SUCCESS OF THE POLICY

In determining future policy and provision all staff will be involved in discussion; the progress of pupils on the stages of the record will be reviewed and parents / carers invited to comment. Governors will discuss progress and an annual report be made available for all parents / carers.

In particular the success of the policy will be measured against the objectives stated at the start of the policy and use will be made of the following indicators:

- Pupils identified as early as possible;
- Pupils make good progress against the specific targets set for them;
- Some pupils move to lower phases on the record, or off the record altogether as a result of intervention;
- Where formal assessment is undertaken, and agreed, pupils receive an EHC Plan;
- Pupils enjoy their schooling and are proud of their success;
- Parents / carers express satisfaction with what is provided; and
- Support staff are integrated into the school.

10. ACCESS TO THE NATIONAL CURRICULUM

All pupils with SEND will have a full entitlement to a broad and balanced curriculum as provided for all other pupils. In order to maximise their access, some pupils may be taught in withdrawal groups or on a 1:1 basis for short periods of time. The school's main aim is to provide a variety of teaching and learning opportunities, differentiated planning opportunities, appropriate support and resources all within the child's classroom when that is appropriate.

11. ACCESSIBILITY

The school has a statutory responsibility to have an accessibility plan for disabled pupils and to implement their plans in order to support the children. The plan is identified by planning for children potentially due to arrive at the school and / or require an accessibility plan during their time at school. Our school is an inclusive school looking to continually improve access to pupils for accessibility.

12. COMPLAINTS PROCEDURE

If any parent / carer have any concerns about the education of their child with special educational needs, they should contact the school immediately and make an appointment to see the SENCo, the class teacher or the headteacher in line with the school's standard complaints procedure outlined in the prospectus. All concerns will be dealt with sensitively and with the child's needs and care at the heart of our work.

13. LINKS WITH EXTERNAL AGENCIES

The school is involved with many external agencies, with the aim of providing comprehensive support for all pupils in school. All external staff are made to feel a part of our school community and work closely with pupils, parents / carers and staff. A list of all people who assist in our school is attached at the end of the policy with contact telephone numbers where possible.

14. PUPILS WITH MEDICAL NEEDS

Pupils who have medical needs may require intervention and support from staff in school will have a Care Plan written for them in liaison with the Health Service and their parents / carers. This ensures a safe, agreed set of principles and procedures to ensure the pupil's needs are fully met and all health and safety arrangements have been addressed.

15. BULLYING

(Please see the school's Anti-Bullying policy for further details, and section 10 of the Behaviour and Discipline policy).

Whilst we recognise that bullying is inherent in every school, we will do our utmost to 'stamp it out' at Hyndburn Park. We promote positive behaviour in school to create an environment where pupils behave well; where pupils take responsibility for each other's emotional and social well-being and include and support each other. We aim to promote appropriate behaviour through the implementation of this policy, direct teaching (notably through the PSHCE curriculum) and by creating an emotionally and socially safe environment where skills are learned and practised. Our aim is to create a climate where bullying is not accepted by anyone within the school community.

At Hyndburn Park, one of earliest intervention strategies is the involvement of our Learning Mentors. They use a range of strategies to help children to address social / emotional issues. They provide a 'listening ear', give advice, and try to sort out individual problems that could well be having an adverse effect on the child. The Learning Mentors help to bridge the gap between home and school. They also introduce positive charts / records and targets for children to work towards, with clear rewards for reaching their targets. If, after this intensive personal intervention, any child continues to exhibit persistent SMEH (social, mental and emotional health), then they will be considered for the school's SEND Record / multi-agency assessment may be necessary. If they are added to the school's SEND Record, their SMEH difficulties will be dealt with following this policy.

16. MONITORING & EVALUATION

This policy will be used to monitor the effectiveness of provision for children with special educational needs throughout school. It will be reviewed regularly with staff and will be discussed with new staff working in school as part of their induction.

17. REVIEW

The policy was written in spring 2012, reviewed in summer 2013, 2014, 2015, 2016, 2017 and 2018. It will be reviewed annually thereafter, especially given the changes the SEND reforms brought about.

18. RELATED POLICIES

Please see the related policies below for further information.

- Admissions Policy;
- Teaching and Learning Policy;
- Assessment Policy;
- Anti-Bullying Policy;
- Behaviour and Discipline Policy;
- Reasonable Force Policy;
- Child Protection and Safeguarding Policy;
- Guidance on Safe Practice for All Staff;
- Intimate Care Policy;
- Medical Needs Policy
- Single Equalities Policy; and
- Health and Safety Policy.

PERSONNEL INVOLVED IN SEND ISSUES

NAME	POSITION	Phone Numbers
Joanne Hardwick	ASSISTANT HEADTEACHER INCLUSION MANAGER	01254 233171
Claire Slater	SCHOOL'S SEND LINK GOVERNOR	c/o HPPS
Nasira Eisa	SPEECH AND LANGUAGE THERAPIST	01254 282815
Dr. Ismail Mamaniat	EDUCATIONAL PSYCHOLOGIST	c/o HPPS
Claire Ashworth	SCHOOL NURSE	01254 283960
Ajmil Hussain	SEND CASE WORKER	01254 220566
Joanne Hardwick	DESIGNATED SENIOR LEAD (DSL)	01254 233171
Saiqa Tabsim	RESPONSIBLE FOR PUPIL PREMIUM GRANT	01254 233171
Rahila Hussain	SENDO (SEN AND DISABILITY OFFICER)	01254 220511
Kevin Ma'har	PARENT PARTNERSHIP SUPPORT OFFICER	07500 065505

Saiqa Tabsim
February 2012

Updated: July 2013 – Saiqa Tabsim
 July 2014 – Saiqa Tabsim
 July 2015 – Saiqa Tabsim
 July 2016 – Joanne Hardwick
 July 2017 – Joanne Hardwick
 August 2018 – Joanne Hardwick