

# Hutton Cranswick CP School



**Together We Achieve**

## **SEND Policy**

**Date Completed: January 2019**

**Review Date: January 2020**

# **Hutton Cranswick Community Primary School**

## **SEND Policy**

### **Headlines from the 2014 Code of Practice**

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHCP) which can be used to support children from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of Need known as 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENCo (Special Educational Needs Coordinator)
- There are four broad categories of SEND:
  - communication and interaction
  - cognition and learning
  - social, emotional and mental health
  - physical and sensory

### **Defining Special Educational Needs and Disabilities (SEND)**

The 2014 Code of Practice says that:

*A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, 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.*

Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv

### **School ETHOS regarding Children with Special Educational Needs and Disabilities (SEND)**

It is the aim of the school to include all children, and to enable those with special educational needs to access a broad and balanced curriculum and take part in all aspects of school life. We strive to ensure that all children are safe and healthy, enjoy their education and achieve their potential, recognising the contribution they can make and their right to social and economic well-being in adult life.

The school supports this aim by:

- Planning curriculum delivery to meet the needs of all pupils, by considering different learning styles and differentiating tasks.
- Identifying barriers to learning and participation.
- Working with parents or carers to identify and meet children's needs.
- Assessing children's needs through testing and observation.
- Providing staff with appropriate special educational needs training and information.
- Monitoring children's progress using Passports which are reviewed three times a year.
- Working in co-operation with the LA and other external agencies.
- Seeking advice and support from outside agencies as appropriate.

- Involving children in planning support, target setting and reviewing progress.
- To ensure the needs of all pupils with SEND are met through a positive culture, good management and appropriate deployment of resources.
- To ensure that pupils with SEND, where there may be vulnerability, are kept safe at all times within the school environment, and are enabled to integrate as fully as possible with the school population and have equal opportunities.
- To ensure that all pupils are enabled to enjoy their time in the school.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice with the Equality Act 2010.

### **How is SEND identified?**

Children's progress is monitored continuously throughout the year. There are also formal teacher assessments that are carried out termly to assess children's current understanding of reading, spelling, writing and mathematics along with day to day observations. If a child is not making the expected progress either the class teacher/ SENCo/Senior Leadership team will identify these children. From this point appropriate interventions are offered to allow children to 'catch up'.

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCo and a plan of action is agreed.
- Class teachers are continuously aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
  - Is significantly slower than that of their peers starting from the same baseline
  - Fails to match the child's previous rate of progress
  - Fails to close the attainment gap between the child and their peers.
- Sometimes parents ask us to look at their children's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support.

At times it is appropriate to seek the advice of external agencies, such as the school Educational Psychologist. They are in a position to carry out particular testing to identify more specific conditions/learning difficulties. Very frequently these tests do not change the way a child accesses the curriculum.

In addition, if children fail to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHCP. Generally, we apply for an EHCP if:

- The child is Looked After and therefore additionally vulnerable.
- The child has a disability which is life-long and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.
- Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHCP. Having a diagnosis (e.g. of ASD (Autism Spectrum Disorder), ADHD (Attention Deficit/Hyperactivity Disorder) or dyslexia) does not mean that a child needs an EHCP.

If the application for an EHCP is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHCP which will record the decisions made at the meeting.

### **As a school how do we approach SEND?**

#### **Support available**

We have many interventions that run during school. The concept behind these programmes is to assist children in closing the gaps in their learning. Not all children respond to a particular intervention so at times it is necessary to modify them slightly or try a new approach.

#### **How will the school ensure all staff are aware and understand my child's SEND?**

Transition meetings take place between year groups and between external providers (e.g. Playgroup). At these meetings specific needs are discussed along with the strategies that have been used. If your child has a medical disability their needs are made known to all the relevant people and a Health Care Plan will be created and reviewed annually, highlighting how to support your child. We often invite professionals into school to discuss conditions such as diabetes and epilepsy to ensure that staff knowledge is secure.

#### **How will the school communicate with parents/carers if there are concerns about a child's learning?**

If there are concerns regarding a child's progress often the child's class teacher will contact parents to discuss progress. If there are further concerns a meeting may be held between parents, the class teacher and the SENCo. Such a meeting would help to identify the next steps in ensuring appropriate support for the child.

#### **How is support allocated?**

All teachers at Hutton Cranswick Primary School are teachers of SEND children. However, there are times when extra support is needed to ensure children reach their full potential. One way of doing this is by providing teaching assistant (TA) support where it is most required. In addition, we have an SEND Teaching Assistant who works with the SENCo to ensure that the needs of the children are met.

In school we have two members of staff trained as ELSAs (Emotional Literacy Support Assistants). ELSA sessions can support a child who is struggling with on-going emotional difficulties that may be impacting their ability to learn. They can also support children with extremely emotive situations such as bereavement.

#### **Other people and organisations that provide services to our school**

We welcome the support of outside agencies and work closely with the staff from the Educational Psychology Team, Behavioural Support Team, Speech and Language service, Child and Adolescent Mental Health (CAMHS), Youth and Family Support Workers, Children's Centre, Education Service for Physical Disability (ESPD), Integrated Sensory Support Service, Social Care and Occupational Therapy.

#### **How is our school accessible to children with SEND?**

At Hutton Cranswick Primary School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against pupils with SEND.

The school environment is disability friendly. Corridors are wide; there is ramp access throughout the school along with easy access toilets. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities. All of our classrooms are inclusive friendly: we aim to teach in

a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it.

All of our children access the full national curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be modified or presented in different ways to make more accessible.

### **Training and resources**

Staff development is very important at Hutton Cranswick Primary School and as such we spend a great deal of time investing in professional development for all staff. Staff have had access to internal training opportunities along with training provided by outside agencies. Training has covered dyslexia, effective use of teaching assistants, autistic spectrum conditions awareness, speech and language, guided reading, writing, mathematic strategies, effective use of Passports, Precision Teaching, Wellbeing and Attachment.

### **Roles and responsibilities**

#### **SENCo – Mrs Claire Leeks**

- Support teachers with the identification of barriers to learning and SEND
- Inform Governors of SEND issues on a regular basis
- Ensure SEND Policy is in place
- Ensure Access plan is in place
- Administer or arrange for diagnostic testing as required
- Liaise with Head Teacher/class teachers/outside agencies and other professionals as required
- Organise Annual Reviews
- Conduct Passport reviews three times per year
- Provide evidence of progress of children with additional needs
- Deployment of teaching assistant support
- Performance Management of TAs

#### **The child**

- Be aware of and discuss targets with class teacher/ SENCo
- Attend review meetings if appropriate

#### **Class teacher**

- Adapt teaching approaches to reflect the range of needs within the class
- Be aware of school's SEND Policy
- Provide, write and implement Passports in consultation with SENCo
- Regularly review targets with child and parents
- Monitor Progress
- Identify on planning deployment of additional support and/or resources

#### **Teaching assistant**

- Be aware of the school's SEND Policy
- Liaise with class teacher and SENCo about individual children
- Record progress of the children as required by the class teacher, SENCo or other professionals

#### **Parents**

- Supporting child as necessary
- Liaising with school as necessary

- Attending reviews/meetings on a regular basis

### **SEND Governor – Mr Ray Sharpe**

- Reviewing budget
- Regular meetings with SENCo
- Implement Complaints Procedure as set out in the SEND Policy

### **Governors**

- Implementation of budget
- Reporting to parents
- Review the effectiveness of the SEND Policy annually.

### **How will children be supported during transitions to another setting/school?**

There are a number of transition meetings which take place throughout the school. In Year 6 meetings takes place between ourselves and the feeder secondary schools. These meetings are held to share data, attendance, EHCPs, Passports and pastoral information.

We believe in early intervention and close liaisons with Hutton Cranswick Play Group and other feeder nurseries are important and are held in the Summer Term before your child starts Reception in the September. The Early Response team will be included in these if necessary.

In terms of transition between year groups systems are in place to ensure that the following class teacher is aware of specific needs and next steps in learning. For example, they attend the Summer Term annual review for children with an EHCP and also the Passport review which is held with parents.

### **Working with parents and children**

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed at parents' meetings or during informal meetings to discuss the child's progress

Once a child has been identified as having an SEND, the class teacher will invite the parents to a meeting to:

- Formally let them know their child is being placed on the register
- Discuss any assessments/observations that have been carried out
- Agree a plan and provision

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

Thereafter, parents are invited to a Passport meeting each term with their child's class teacher and the school SENCo to review their child's progress, set new targets and agree provision for the next term. The class teacher will also include any provision advised from outside agencies.

### **Bullying**

The school has a zero-tolerance approach to bullying. We will actively investigate and manage all allegations.

### **Concerns/complaints**

The first point of contact should be the class teacher. There are three parent's meetings for children with SEND that are held throughout the year, however, at Hutton Cranswick Primary School the teaching staff are always happy to discuss children's progress and attainment at any given point in the year. Parents can also contact the school SENCo who would be happy to answer any questions or deal with any concerns.