



# Hotwells Primary School

## Special Educational Needs and Disability Policy

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**Last reviewed:** March 2019

**Next review date:** March 2020

# Special Educational Needs and Disability Policy

## Introduction

Hotwells Primary School has a named SENCO (Mrs Kee Jones) and a named governor responsible for SEND (Ms. Deborah Douglas). They ensure that the Hotwells Special Educational Needs and Disability Policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Authority and other policies current within the school. The SENCO is a member of the Senior Leadership Team at Hotwells Primary School.

## Section 1: Rationale

Hotwells Primary School is committed to providing a high quality, relevant and differentiated education for all. We are a Rights Respecting School and recognise that all children, including those identified as having 'special educational needs or disability' (SEND) have the right to be fully included in all aspects of school life and the right to a broad and balanced academic and social curriculum, which is accessible to them.

This policy describes the way in which we aim to meet the needs of children who experience barriers to their learning; at Hotwells Primary School we aim to respond to these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (Sep 2014):

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory / physical

The Headteacher and the Governing Body are responsible for ensuring that the school complies with SEN and Disability related legislation. They ensure that the policies and strategies are implemented.

This policy links to a wide range of other policies and practices developed by the school in support of a safe, inclusive and comprehensive education. These policies include: Safeguarding, Learning and Teaching, Behaviour, Equality and our Accessibility Plan. This policy complies with the statutory

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requirement laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following documents:

- SEND Code of Practice April 2014
- Equality Act: advice for schools DfE 2013
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- Teachers Standards 2012
- The National Curriculum in England Key Stage 1 and 2 Framework Sept 2013

This policy was created by the school's SENCO in liaison with the SLT, SEND Governor, staff, governors and parents of Hotwells Primary School.

## Section 2: Aims and Objectives

**At Hotwells Primary School we aim to raise the aspirations of and expectations for all pupils with SEND.**

Our objectives are:

- to work within the guidance provided in the SEND Code of Practice, 2014
- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- to continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- to work in partnership with parents and carers for the benefit of their child
- to involve the children themselves in planning and in making any decisions making that affect them, where possible
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure support for pupils with medical conditions and full inclusion in all school activities by ensuring consultation with Health and Social Care professionals
- to enable all children to have full access to all elements of the school curriculum, through reasonable adjustments

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- to work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

## Section 3: Identifying Special Educational Needs

### What are Special Educational Needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which requires special educational provision. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. (Code of Practice 2014)

Class and subject teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The first response to such progress should be high quality, targeted teaching through appropriate differentiation. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN.

The purpose of identifying whether a child has special educational needs is to decide what action needs to be taken to meet those needs. At Hotwells Primary School we carefully consider the needs of the whole child, taking into account other factors which may impact on progress and attainment, which are not considered SEN. These could include, but are not limited to:

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- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Family circumstances
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being the child of a serviceman or servicewoman

## **Section 4: A Graduated Approach to SEND**

Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff.

Quality first teaching, differentiated for individual children, is the first step in responding to children who have or may have SEND. Additional intervention and support is always secondary to good quality first teaching. We regularly and carefully review the quality of teaching for all children, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable children and their knowledge of the SEND most frequently encountered.

Partnership with parents and carers play a key role in enabling children with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child’s needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child’s education.

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, setting and reviewing targets and the transition process.

In order to support children with special educational needs, we adopt a graduated response where an assess-plan-do-review cycle is followed:



### **Assess:**

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily.

### **Plan:**

The child's class teacher, with support from the SENCO or external professionals when needed, will decide on the action required to help the child make progress in the light of assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the teacher or teaching assistant
- Staff development and training to introduce more effective strategies.

### **Do:**

The child's class teacher will be responsible for the child's learning on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken and progress will be reviewed.

### **Review:**

Class teachers formally assess the progress of children in their class three times a year. If a child makes expected or more than expected progress they may no longer require the additional support.

If a child is not making the progress expected despite the extra support then teachers may need to consult the SENCO to consider what else can be done.

This review might lead to the conclusion that the child requires help over and above that which is normally available within the particular class.

Parents/Carers may be consulted and a specific intervention put in place and monitored for a period. If no progress is noted after this time the child may be added to the school SEND register with parental permission.

The child is then put on an 'SEN support plan'. Parents will be invited to meet three times a year with the class teacher to review progress and give their views.

The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.



Reasons for a child being added to the SEND register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted specifically towards a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress.

A child can exit the SEND register when:

- Progress is made and gaps in learning are filled.
- Improvements in emotional or behavioural difficulties are made and further improvements can be made by using the behaviour management techniques employed usually by the school.
- Children are making at least expected progress by quality first teaching.

The assess, plan, do, review cycle will continue to identify strategies to support learning.

## **Section 5: Managing Children on the SEN Register**

Children identified as having SEND support will be placed on the SEND register.

Progress of all children is reviewed three times a year as part of pupil progress meetings. Children who have more complex needs and perhaps an Education Health and Care Plan have reviews three times a year which includes an annual review including professionals who are involved in supporting the child.

We will involve outside agencies if the child:

- Continues to make little or no progress in specific areas over a long period despite considerable input and adaptations.
- Continues working at National Curriculum levels substantially below those expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.

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- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Outside agencies will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly.

Children with continued outside agency support will have individual targets. The child's targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The class teacher will record the steps taken to meet the needs of individual children through the use of targets, monitoring and review sheets. The targets will be reviewed three times a year with parents and children giving their views.

### **School Request for Statutory Assessment**

If a child has demonstrated significant cause for concern, and parents are in agreement, a request will be made by the school to the Local Authority (LA) to request a statutory assessment.

The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Views of parents and child.
- Previous targets for the child.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.



## Education, Health and Care Plans

If statutory assessment is successful, an Education, Health and Care Plan is put in place detailing:

- Views, interests and aspirations of the child and parents.
- Child's special educational needs
- Child's health needs which are related to their special educational needs.
- Child's social care needs related to their special education needs or to a disability.
- Outcomes sought for the child.
- Special educational provision required by the child.
- Health or social care provision required.

If the school identifies that additional funding and support are needed for a child then this can be applied for from the High Needs top-up panel.

## Section 6: Supporting Children and Families

Bristol Local Offer provides information for parents, detailing the help and support available in the local area for children with special educational needs or a disability. It has information about education, health and social care provision.

Bristol's Local Offer can be found at:

<https://www.bristol.gov.uk/web/bristol-local-offer>

Schools have a statutory requirement to provide an SEN Information Report (Regulation 51, Part 3, section 69(3)a of the Act).

The SEN Information Report includes commonly asked questions with answers describing how we support children with special educational needs and/or disability.

The SEN Information Report and further support for parents can be found at:

<http://www.hotwells.bristol.sch.uk/parents/special-educational-needs>

Links to support networks can be found at:

<http://www.bristol.gov.uk/page/children-and-young-people/education-childrenspecial-needs>

[www.supportiveparents.org.uk](http://www.supportiveparents.org.uk)

Supportive Parents is a charity providing information, advice and support to parents, children and young people about any type of special educational need or disability. They are an independent

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organisation offering a free, confidential and impartial service to any parent, child or young person who has a concern about special educational needs.

## **Section 7: Supporting Children at School with Medical Conditions**

Hotwells Primary School recognises 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.

The school Equality policy can be found at:

[http://www.hotwells.bristol.sch.uk/about-us/school-policies.](http://www.hotwells.bristol.sch.uk/about-us/school-policies)

Some children with medical conditions may also have special educational needs and may have an Education, Health and Care (EHC) plan which brings together Health and Social Care needs, as well as their special educational provision.

## **Section 8: Monitoring and Evaluation of SEND**

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all children.

### **Governors:**

On a regular basis the SENCO will provide information to the governing body about the number of children receiving special educational support as well as any children for whom a Statutory Assessment has been requested.

The SENCO will report on any whole school developments in relation to Inclusion and will ensure that governors are kept up to date with any legislative or local policy changes.

SEND is an agenda item at sub-committee (Teaching, Learning & Standards) meetings and will be reported at the full governing body meetings through sub-committee reports, which are then discussed as necessary.

The SENCO will meet with the SEND Governor to discuss Inclusion and current SEND concerns and updates. The SEND Governor will lead governor monitoring of the SEND policy through sampling, observations and other procedures to be agreed annually.

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## **School Monitoring:**

At Hotwells Primary School we regularly and carefully monitor and evaluate the quality of provision we offer all children. This happens through regular audits, observations, evaluation of assessments of progress, appraisal, pupil progress meetings, sampling views of parents, children and staff and meetings with the SEND governor.

Whole school monitoring and evaluation procedures include sampling of work and observations. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.

Target setting for all children takes place regularly. Percentage targets are set for achievement at the end of Key Stage 1 and Key Stage 2. Targets for each child are set in September to be achieved by the following July.

Individual targets for children with special educational needs will be reviewed three times a year with parents and children and recorded on their SEN Support Plan.

The SEND policy is reviewed every year by the SENCO, SEND Governor and subcommittee.

## **Section 9: Training and Resources**

We have a dedicated team of SEND Learning Support Assistants who are funded from the school budget and deliver programmes designed to meet groups of children's or individual children's needs.

Some children may have a specific budget and they have individual costed provision maps. Other SEND funds are allocated and detailed in a costed whole school provision map.

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

Staff training is identified by carrying out an audit of needs and training is then put in place based on this. This is carried out as part of the Appraisal process. The Headteacher and SENCO are responsible for ensuring that the training is put in place.

All teaching staff and support staff undertake induction on taking up a post and this includes a meeting with the SENCO.

The school SENCO regularly attends the local SENCO cluster meetings in order to keep up to date with local and national updates in SEND.

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## Section 10: Storing and Managing Information

See the school policy on Information Management and Confidentiality policy for more information.

### Accessibility:

The DDA, as amended by the SEND and disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled children and to implement their plans.

Schools are required to produce accessibility plans for their school and Hotwells Primary School's plan can be found at: <http://www.hotwells.bristol.sch.uk/about-us/school-policies>

The school site is not wheelchair accessible throughout. The school is housed in two Victorian buildings and currently there are no lifts. There is ramp access to three classrooms, the hall, a disabled toilet and onto the playground. There are two disabled toilets.

Where necessary we can provide an interpreter for families with English as an Additional Language.

We aim to identify and remove barriers to learning by increasing and promoting access to the curriculum, the physical environment and written information for children.

**Dealing with Complaints:** See policy on complaints procedure.

For comments or complaints see the class teacher in the first instance. If further support is required an appointment can be made to see the SENCO and / or the head teacher. Supportive Parents is an independent organisation who can mediate if needed.

## Appendix: Charges for Outside Agency Support

Currently Outside Agency support from Occupational Therapy, School Nurse, Autism Spectrum Disorder Outreach Team and Speech and Language is funded by the Local Authority.

Some Outside Agency support is charged. We might consider funding an Outside Agency assessment (for example Educational Psychologist) if the following criteria are met:

- A child has had 1:1 intervention support over two years and has not made expected progress.
- A child is significantly out of step with their peers (at least 2 years behind) and has had at least two terms of 1:1 intervention which showed no progress.
- If a child is in receipt of pupil premium funding, this funding can be used if the pupil is significantly out of step with other children of their age in terms of learning or social, emotional mental health.

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