

St Mary's CE Primary School Hawkshaw



Special Educational Needs and Disabilities Policy

Believe and Achieve Together

Policy development:

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Definition of Special Educational Needs and Disabilities (SEND)

The Code of Practice for Special Educational Needs and Disability (2014) defines Special Educational Needs as follows:

“A child or young person has SEND if they have 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”

For children aged two or more, Special Educational Provision is “educational or training provision that is **additional to or different from** that made generally for other children or young people of the same age by mainstream schools”.

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.

(See Introduction to the 2014 Special Educational Needs and Disability Code of Practice: 0 to 25 years – sections xiii to xvii).

The Code does not assume that there are hard and fast categories of special educational need, but recognises that children’s needs and requirements may fall within or across four broad areas. These are:

- Communication and Interaction;
- Cognition and Learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

Aims

As a school we aim to identify any child who has potential special educational needs as soon as possible. In doing so, we will put into place a system of support, monitoring and assessment. We work in close partnership with parents/carers, who play an active and valued role in their child’s education, seeking their advice and support from the start. We also value the child’s voice, including them in their learning journey, enabling them to have a say in their future targets and progress reviews.

We believe that all children will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum. All children are valued and their self-esteem promoted. Our aim is that all children with special educational needs participate in activities compatible with the efficient education of other children and the efficient use of resources. Where appropriate we will seek the expert advice and support from outside agencies, in order for the child to achieve their potential.

Objectives

- To identify and monitor children's individual needs through 'Notice, Check, Try' from the earliest possible stage so that appropriate provision can be made and their attainment raised.
- To plan an effective curriculum to meet the needs of children with special educational needs and where necessary ensure that the targets set on Individual Individual support plans are specific, measurable, achievable, realistic and time related;
- To involve children and parents/carers in the identification and review of the targets set for individual children and where necessary those targets identified in their Individual support plans;
- To work in close partnership with, and involve, parents/carers of children who have special educational needs;
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them.
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.

The Role of the Governor:

The school's SEND governor is Mr Dominic Woodward

- Together with the SLT and SENDCo, decide the school's general policy and approach to meeting pupil's special educational needs for those with and without EHCPs;
- Support the school in ensuring that the necessary provision is made for any child who has special educational needs;
- Support the SENDCo in ensuring that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs;
- Have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties toward all children with special educational needs;
- Ensure school has a written SEND policy containing the information as set out in the Education Regulations 1999 (reproduced in the SEND Code of Practice).

The Role of the SENDCo:

The school's SENDCo is Mrs Jan Thomond, who is responsible for coordinating the provision of special educational needs throughout the school. The SENDCo is supported by the head teacher Mrs Amy Longstaff.

The role of the SENDCo involves:

- Maintaining records of all SEND children (i.e. completing the census and keeping our 'overview of need' document up to date and communicate with staff)
- Being a point of contact for staff, providing advice, supporting, liaising with them and where necessary helping to write Individual support plans
- Advising on the graduated approach to providing SEND support
- Overseeing and maintaining specific resources for special educational needs and disabilities
- Hold annual EHCP reviews and complete and submit relevant paperwork
- Apply for top up funding and EHCPs
- Host SEND 'solution circle' staff meetings
- Attend SENDCo networking meetings and take pupils to discuss
- Take pupils to SEMH panel and present to panel
- Complete all Multi-Agency Inclusion Panel referrals, school nurse referrals and EHCP applications
- Ensure all Individual support plans are completed and shared with parents each term – monitor
- Ensure PSPs are reviewed at the end of each term – monitor
- Work with Teaching Assistants to devise intervention timetables
- To monitor effectiveness of interventions, checking Intervention Monitoring forms
- Organise support from SEN team for our SEND pupils
- Liaise with external agencies coming into school e.g. play therapy, OT, counselling;
- Liaising with the Designated Teacher for Children and Young People in Care (CYPIC) where a child has SEND
- Liaising with pre-schools, other schools and high school provision to ensure continuity of provision and smooth transition
- Co-ordinate SEND drop-in sessions for parents
- Ensure all relevant documentation is on our website
- Liaise with other SENDCos to seek best practice
- Complete learning walks with a SEND focus
- Hold TA meetings to disseminate relevant information and share good practice e.g. share key points
- Share training opportunities with staff e.g. Oak LP Support training. Liaise with AL about arranging cover
- Pupil Voice: devise questions to ask our pupils (SEND focus) and collate evidence
- Hold performance management for TAs
- Alongside the Headteacher, recruit and organise the staffing structure for SEND
- Participate in Pupil Progress Reviews
- Monitoring, evaluating and reporting on the provision for children with SEN to the governing body in conjunction with the Headteacher
- Be aware of the provision in the Local Offer and be able to work with professionals providing a

support role to families to ensure that pupils with SEND receive appropriate support and high-quality teaching

- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Medical

- Review and update existing Health Care Plans with parents
- Create any new HCP for new pupils and new medical conditions
- Update staff, kitchen, peelers and welfare staff of any changes
- Check medications are in date and contact parents for new medications
- Review and update red card system and share at staff meeting
- Ensure all health care plans are visible in classrooms and in class files
- Liaise with school nursing team to ensure staff training is in date e.g. epi-pen training
- Ensure any new university students, after school clubs, parent helpers are aware of HCP and emergency procedures, as part of their induction

The role of the class teacher:

- Early identification and responding to need through notice, check and try pathway.
- The progress and development of all pupils including those with SEND
- Ensuring that targets / support are implemented in the classroom
- Regular liaison with parents and the SENDCo
- Effective deployment of additional adults
- Identifying the provision they are making for pupils with SEND on individual support plans
- Monitoring and evaluating provision and recording and updating support plans
- Raising any concerns around Safeguarding of children with SEND with the DSL or deputy DSL

The role of the Teaching Assistant:

- Ensuring that day to day provision is in place for the pupils they support
- • Implementing agreed strategies and programmes, and advice from specialists.
- • Record keeping
- • Resources
- • Maintaining specialist equipment
- • Regular communication with class teacher and SENDCo
- • Raising any concerns around Safeguarding of children with SEND with the DSL or deputy DSL

Arrangements for co-ordinating provision for children with SEN: The Graduated Response

See Appendix B 'Graduated Response Document'

Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our school. However, where through careful identification and assessment we and/or the parents/carers determine that a child is not making adequate progress, the staff should follow our graduated response.

Stage 1: Class teacher

All teachers are teachers of children with special educational needs and they should have ownership of children's learning needs.

The Code of Practice (2014) states that "Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or

specialist staff.” (para.6.36)

Also that “High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.” (para.6.37)

The teacher’s role is to initially identify a child who may have special educational needs and to complete a ‘Notice, Check, Try’ (**appendix A**) to be given to the SENDCo. As per the graduated response flow chart, the teacher will need to deploy Quality First Teaching strategies and differentiate resources to meet the needs of the child, using available TA support as necessary.

Staff are aware of the importance of early identification and intervention as a way of improving long term outcomes. At Emmanuel Holcombe the process of Notice, Check and Try is used to support this.

Step one- NOTICE

- Record any changes in a child’s presentation over a two week period
- Involve all staff/welfare assistants in this to ensure a collaborative approach
- Complete section one of the Notice, Check, Try proforma.

Step two- CHECK

- Hold a meeting with parents and the child to ascertain their views and add to the proforma
- Discuss changes in presentation with the child’s friend/previous class teacher
- Gather any historical information
- Decide if any involvement from social care/health is required- make contact and seek support from the SENDCo

Step three- TRY

- With support from the SENDCo identify child’s main category of need
- Refer to Bury’s graduated Approach Toolkit (GAT) for ideas on what could be tried
- Record strategies on Notice, Check, Try proforma.
- Review outcomes every 2-3 weeks
- Keep parents informed of any impact
- If strategies are not successful, move onto the graduated approach in consultation with the child, parents and SENDCo

The needs of the majority of children will be met in the classroom through quality first teaching and ordinary available provision. Teachers are expected to make every effort to ensure that children with special educational needs are fully involved in the life of the class. For some children it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified. These will be delivered by the teacher or teaching assistant and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom.

Stage 2: Individual support plans

In consultation with parents and pupils, class teachers will draw up an Individual support plan (ISP) which must be signed by parents and returned to the SENDCO. Individual support plans are written at the start of each term and reviewed at the end of each term.

Individual support plans follows the Assess, Plan, Do, Review model:

Assess

Following the completion of the ‘Notice, Check Try’, initial assessments will be carried out to identify a child’s individual strengths and needs.

Plan

An Individual support plan will be set up, identifying SMART* learning targets for the child with SEN. Information from the class teacher, the child, their parents/carers, and in some cases, outside agencies who may be involved with the child, will be sought. The ISP is written by the class teacher. Information

from the SENDCo and other agencies may be included.

SMART: Specific, Measurable, Achievable, Realistic, Time related

Do

The class teacher will remain responsible for working with the child on a daily basis and retain responsibility for their progress and outcomes. The class teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENDCO will support the above if necessary and collate an overall picture of the impact of ISPs and interventions

Review

The effectiveness of the support and interventions and their impact on pupil progress will be reviewed at the end of each term. Meetings with parents should be held at least three times per year. The class teacher, working in partnership with parents, will revise the support in light of the pupil's progress. A new ISP will be drawn up ready for the next term. The SENDCO will support the review stage if necessary.

Interventions

St. Mary's employs a number of SEND Teaching Assistants, to deliver SEND and SEMH interventions. At the end of each half term, Mrs Longstaff, Mrs Thomond and TAs delivering interventions, meet to review the impact of each intervention and to set a new timetable.

It is the joint responsibility of the Class Teacher, SENDCO and Head Teacher to review and extend the provision (if necessary) for any children with SEND who experience periods of long-term absence.

Stage 3: Specialist outside agencies

If a pupil does not make expected progress over a sustained period of time school will consider involving specialist outside agencies. A Referral will be made to the SEND Inclusion Panel which will support the pupil with the correct service e.g. Outreach, educational psychologist.

School's request for Early Years/support plus funding: (up to and including £3000)

- This is a short term interim measure for children with significant need. School requires at least 2 cycles of assess, plan, do and review. Support plus funding is for a maximum of a term where progress is then reviewed. At this meeting a child's needs will either be met through IQFT or a decision will be made around making an application for an EHCP plan.

Stage 4: EHCP

Where, despite all of our best endeavours, the child still makes little or no progress in the areas targeted, we will discuss with the parents/carers and child the need for either of us to approach the LA to request a statutory assessment. This may or may not result in the LA issuing an Education, Health and Care (EHC) Plan. Where a child has an EHCP we will carry out an additional annual review which parents/carers, child, outside agencies, SENDCO and other staff as appropriate, will be invited to attend.

Admission arrangements

Normal admission arrangements apply. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with a statement or EHC plan or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met.

Any variation to the above will need to be agreed by the full governing body.

Monitoring and Evaluating

A variety of methods is used to monitor and evaluate the provision for and achievements of our pupils with SEND:

- Regular learning walks by the Senior Leadership Team and SENDCO which includes assessment on the provision for children with SEN
- Analysis of assessment data, with high expectations for the expectations of all children
- Pupil Progress Meetings held twice yearly after assessments have taken place.
- Pre and post assessments for those pupils who are withdrawn for targeted interventions

- Monitoring by the governor with responsibility for SEND
- Gathering the views of parents / carers and pupils via regular questionnaires
- Regular meetings between parents/carers, class teachers and SENDCO
- Regular SENDCO panel meetings between the SENDCO and officers from the LA's SEND team

Complaints procedure

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENDCO and/or Headteacher. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority and/or Secretary of State. The parents/carers may be directed to Parent Partnership who are an independent group who offer advice and support to parents. They are able to liaise between parents and school and to attend meetings. This point of contact may prevent situations from escalating.

Continuing Professional Development (CPD)

Through the monitoring and evaluating of our provision the SENDCO, with the Headteacher will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives. Staff can also request for further training that may help them with a particular SEN child. Staff who attend further courses will feedback on courses attended through staff meetings and TA meetings. The effectiveness of such professional development will be monitored and evaluated by the SENDCO. The SENDCO will attend regular LA network meetings and briefings.

Links and Use of outside agencies

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. The SENDCO attends SENDCO consultation meetings on a termly basis. Where it is necessary to contact outside agencies, the SENDCO will make the necessary arrangements and discuss with parents/carers accordingly. These agencies include the Local Authority's SEND and Additional Needs Teams including the educational psychologist, learning support team, Physical and Sensory Impairment Support Service team, speech therapist, behaviour support team, health and LA personnel. Any or all of these agencies may be involved in order to ensure children's attainment is raised.

Partnership with parents/carers/children

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. Parents/carers' contribution to their child's education is valued highly by the staff of the school. The staff involve the SEN child in the decision-making processes, including recording children's views and implementing and reviewing where necessary the Individual support plan. The school will also update parents/carers with relevant information.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEN this includes discussing the strategies for their success. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

Links with other schools

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years Settings. Children are invited to visit us for induction visits in the summer term before they start school. If necessary, the school liaises with other agencies at this stage. Children with SEND who transfer from other schools are supported through their induction to the school by the class teacher, SENDCO and by classroom buddies to ensure that they have a smooth transition. Liaison from Year 6 to Year 7 ensures a smooth transition and staff from Secondary Schools usually visit us.



St. Mary's CE Primary School, Hawkshaw
Early Identification and Early Intervention: Notice, Check, Try

Step One: Notice

<u>Child's name</u>	<u>Year Group</u>	<u>Class Teacher</u>
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How has the child's presentation changed over a **two week period**? E.g. finding new learning repeatedly more difficult, more withdrawn, less engaged, appearance deteriorated, decline in attendance, more disruptive, etc.

ALWAYS KEEP IN MIND THAT A CHANGE IN PRESENTATION MAY BE AN EARLY INDICATION OF A SAFEGUARDING CONCERN.

<u>Date:</u>	<u>Presentation observed</u>	<u>Who has noticed?</u>
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Step Two: Check

<u>Child's name</u>	<u>Year Group</u>	<u>Class Teacher</u>
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<u>Date of meeting</u>	<u>Who attended</u>	<u>Parent/carer views</u>

Child's Views	
The views of other staff who work with the child	
Any actions identified? Health/Social care needs?	
Date of next meeting:	

Class Teacher Signature	Parent/Carer Signature
Date	Date

Step Three: Try

<u>Child's name</u>	<u>Year Group</u>	<u>Class Teacher</u>

Main Area of Need – refer to Identifying Needs in the Graduated Approach Toolkit

Inclusive Quality First Teaching strategies – refer to Top Tips in the Graduated Approach Toolkit





Date	IQFT strategy linked to main area of need	Who is responsible	Date reviewed	Outcome

1.				
2.				
3.				
4.				

Next steps: Continue with the IQFT strategy as a reasonable adjustment
 Move to the graduated approach of APDR

Appendix B

St. Mary's Hawkshaw Graduated Approach to SEND

Stage 1: High Quality Teaching and ordinary available inclusive provision	Stage 2: Individual Support Plan	Stage 3: Outside Agency/Support Plus	Stage 4: EHCP
Concern about a pupil's learning needs, SEMH needs or behaviour	Learning needs, SEMH needs or behaviour increasing in frequency and or intensity	Learning needs, SEMH needs or behaviour is persistent, frequent, intense in nature	Learning needs, SEMH needs or behaviour is extremely challenging and complex
			
Class Teacher, Teaching Assistant and SENDCO	Teacher/ SEMH Lead/SENDCO	Partnership	Local Authority
<ul style="list-style-type: none"> • High Quality teaching and pre and post teach class interventions • Teacher carry out assessment of environment • Teacher carry out learning behaviour assessment and adapt the learning environment • Seek advice from colleagues at SEN solution circle • Talk to family and pupil voice • Implement advice and feedback following staff solution circle meeting • Complete Notice, Check, Try 	<ul style="list-style-type: none"> • Set up an Individual Support Plan • More than one intervention now taking place • Headteacher / SENDCO to attend Pupil Case Discussion • Cycles of APDR reviewed termly 	<ul style="list-style-type: none"> • Specialist interventions in school • SEND Team – referral to Inclusion Support • Specialist from the Outreach Team to complete an observation and write a report for school and parents with a six week review • Multi-agency planning- Story So Far to be completed • Top Up Funding (Support Plus) application to be considered at this stage 	<ul style="list-style-type: none"> • Request to assess for an EHCP submitted to the LA • All evidence to be submitted to panel

