



Special Educational Needs and Disability (SEND) Policy

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Special Educational Needs Governor is Mrs Lynn Campbell-Davies

This policy complies with the Statutory requirements laid out in the SEND code of practice 0 -25 (January 2015)

Reviewed Term: 5 2018 and updated in September 2018

Review Date: Term 5 2019

This policy will be reviewed annually by the Curriculum Committee.

Inclusion statement

Heron Primary School is committed to inclusion and as such, celebrates diversity and values the contribution that every child makes. The curriculum in our school is broad, balanced and relevant, providing suitable learning challenges and access and opportunity for all children who attend the school. The school recognises that pupil performance and wellbeing are synonymous and that at some time during their school life, children may have a barrier to their learning that needs to be overcome. In our school, staff provide a positive ethos and respond to children's diverse and individual needs by providing a stimulating and welcoming learning environment, removing potential barriers to learning in order to help them reach their full potential.

Aims and objectives of this policy:

- To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs and disability
- To obtain high levels of achievement for all through quality first teaching that is fully inclusive
- To raise the aspirations of and expectations for all pupils with SEND
- To remove barriers to learning and increase the increase physical and curricular access for all its pupils
- To meet individual needs through a wide range of provision focussing on positive outcomes
- To identify and assess children with SEND as early as possible in order to provide early intervention where needed
- To involve parents/carers at every stage in plans to meet their child's additional needs
- To use the pupil voice and involve the children themselves in planning and in any decision making that affects them
- To achieve a level of staff expertise to meet pupil need
- To work towards inclusion with partnership with other agencies and schools
- To provide a Special Educational Needs and Disabilities Coordinator (SENDCo) who will work with the SEND Inclusion Policy
- To work within the guidance provide in the SEND Code of Practice, 2014

Definition of SEND (Code of Practice 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.

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 SEN definition.

There are four areas of needs as stated in the SEND Code of Practice 2014:

- Communication and Interaction
- Cognition and learning
- Social Emotional and Mental Health difficulties
- Sensory and /or physical

All areas of need, which may be inter related, will have a varying degree of impact upon the child's ability to function, learn and succeed.

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may be a barrier to learning thus impacting on a pupil's progress.

- Disability (the Code of Practice outlines the 'reasonable adjustments' duty for schools)
- Attendance and punctuality
- Health and welfare
- Being a Child on Care (CIC)
- Being in receipt of Pupil Premium (PP)
- Being a child of a service woman/man
- English as an additional language (EAL)

Admission arrangements

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and disability Act, we will not discriminate against any child with a special educational need or disability and will take all reasonable steps to provide effective educational provision (please see school's Admissions Policy)

Management of SEND within the school

The Governing Body has delegated the responsibility for the day to day implementation of the policy to the SENDCo who has Qualified Teacher Status. There is a designated member of the governing body who has a specific oversight of the school's arrangements for SEN and disability and a clear working knowledge of the SEND Code of Practice and an awareness of the school's systems for SEND provision.

The Senior Management Team regularly reviews how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.

All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet need. Teaching Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is pupil centred.

“Special educational provision is underpinned by high quality teaching and is compromised by anything less.” Code of Practice 2014

The SENDCo is responsible for

- overseeing the day to day operation of this policy
- co-ordinating provision for children with special educational needs and disabilities.
- Liaising with and advising teachers
- Managing teaching assistants who have responsibility for interventions and 1:1 provision
- Overseeing and storing the records on all children with SEND
- Liaising with parents of children with SEND in conjunction with class teachers
- Contributing to the in- service training of staff overseeing the day-day operation of this policy
- co-ordinating provision for children with special educational needs
- liaising with external agencies including the LA, Advisory Teaching Service, Educational Psychology Service, Occupational Therapy Service, Speech & Language Therapists & other health services, as well as voluntary bodies
- liaising and reporting to the Governor with responsibility for SEND on the day to day management of the SEND policy, as well as reporting on progress of interventions to the Curriculum and Standards Committee.

Code of Practice Graduated response

The school adopts the levels of intervention as described in the SEN Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs. Once a potential special educational need is identified, four types of action - Assess, Plan, Do and Review - should be taken to put effective support in place in successive cycles in which earlier decisions and actions are revisited, refined and revised with the growing understanding of the pupils' needs and of what supports the pupil in making good progress and securing good outcomes. As part of this process, all pupils on our SEND register will have an individual 'My Plan' or 'My Plan Plus' outlining the outcomes, teaching strategies, success and/or exit criteria provision made that is additional to and different to usual classroom provision. Where needs cannot be met though a My plan or My plan+ and a pupil requires provision beyond what the school can offer, an Education, Health and Care Plan (EHCP) may be necessary.

Assess

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. Class and subject teachers make regular assessments of progress for all pupils. The SENDCo works closely within the senior management team to analyse whole school tracking data as an early identification indicator.

Assessment data will be obtained using various methods such as:

- Analysis of data, including entry profiles and Pre-School settings
- End of Foundation stage
- Year 1 Phonics Screening Assessments
- Termly analysis of reviewed My plan outcomes
- Following up of teacher concerns
- Following up of parental concerns or information
- Tracking individual pupil progress over time
- Information from other services when available
- Pupil profiles and pupil passports
- Reading and spelling Assessments
- BPVS assessments
- Lucid Rapid Dyslexia screening programme
- More in depth individual assessment undertaken by the school or other educational or health professionals.

Before identifying a child as needing SEN support the class teacher, working with the SENCO, should establish a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, as well as information from the pupil's progress, attainment, and behaviour records. It should also draw on the individual's development in comparison to their peers, the views and experience of parents, the child's own views and, if relevant, advice from external support services. Much of this information will be used to create individual 'Pupil profiles or passports'

Where pupils continue to make inadequate progress, despite high quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, will assess whether the child has a significant learning difficulty. The triggers for intervention, in addition to and/or different to quality first teaching, based on the practitioner's or parent's/carer's concern about a child who despite receiving appropriate early education experiences and differentiated learning opportunities are that the pupil:

- continues to make little or no progress in specific areas over a long period
- continues to work within the National Curriculum that demonstrates they are considerably lower (one year lower) than expected for a pupil at a similar age
- continues to experience difficulty in developing literacy/numeracy skills
- has emotional difficulties that substantially impede their learning
- has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Plan

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCo, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. Placement of a pupil on the SEND register will be made by the SENDCo after full consultation with parents.

The teacher and the SENCO will agree in consultation with the parent and the pupil the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. Records will be maintained in the form of a 'My Plan' or 'My Plan+', respective of needs. All teachers and support staff who work with the child will be made aware of their needs, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the school's information system.

External support services may advise on targets for an individualised support plan and provide specialist input to the support process. Parental consent is sought before any external agencies are involved.

Do

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they will still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENCO will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support. There is an increased emphasis on differentiation of activities and materials within the classroom.

Review

My plans will be reviewed at regular intervals within the school's pupil progress cycle with the inclusion of parents/carers and pupils' views.

The effectiveness of the support and the impact on the child's progress will be reviewed in line with the agreed date. The impact of the support provided, along with the views of the pupil and their parents, should feed back into the analysis of the pupil's needs. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to support and revised outcomes in consultation with the parent and pupil at regular Parents' Evenings and Education, Health Care Plan Review meetings. Parents are encouraged to support the targets at home

Curriculum access and provision

All teaching and support staff strive to plan and teach with an awareness of the National Curriculum Inclusion Statement to:

- provide suitable learning challenges
- meet the pupils' diverse learning needs
- remove the barriers to learning and assessment

In order to meet the learning needs of all pupils, teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning or assessment process.

Where pupils are identified as having special education needs, the school provide for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. The range of provision include:

- In class support for small groups with teaching assistant (TA), teacher or SENDCo
- Small group withdrawal with TA, Class Teacher, Learning mentor, Family Support Worker or SENDCo
- Individual class support/individual withdrawal
- Further differentiation of resources
- Targeted interventions
- Provision of alternative learning materials/specialist equipment
- Staff development/training to undertake more effective strategies
- Access to specialist teaching and Educational Psychology Service or other support services for advice on strategies, equipment or staff training

Monitoring Pupil progress

Progress is the crucial factor in determining the need for additional support. Progress for all children is reviewed throughout the year through ongoing teacher assessment; during termly pupil progress meetings; and at regular intervals as part of the My plan cycle. For some pupils a more in depth individual assessment may need to be undertaken by the school or other educational or health professionals.

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Adequate progress is that which:

- narrows the attainment gap between pupil and peers
- prevents the attainment gap widening
- equals or improves upon the pupil's previous rate of progress
- ensures full curricular access
- shows an improvement in self-help and social or personal skills
- shows improvements in the pupil's behaviour

Record keeping

All staff are responsible for maintaining and updating the records. The SENCO is responsible for overseeing and monitoring the record keeping system with regards to pupils with SEND.

Records are kept for each child including the nature of their special education need or disability, provision, involvement with external agencies, parent/care review meetings, progress (INSIGHT tracker), My Plan, My Plan+ and EHC documentation.

Request for statutory Assessment

The school will request a Statutory Assessment from the Local Authority (LA) when, despite an individualised programme of sustained intervention within SEN Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- records from past interventions
- current and past 'My Plans' or 'My Plan Plus'

- records and outcomes of regular reviews undertaken
- information on the pupil's health and relevant medical history if appropriate
- National Curriculum assessments
- other relevant assessments from specialists such as support teachers and Educational Psychologists
- the views of parents
- where possible, the views of the pupil
- Social Care/Educational Welfare Service reports if appropriate
- any other involvement by professionals

Education Health and Care Plans (EHCP)

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP will include details of learning objectives for the child.

These are used to develop targets that are:

- matched to the longer-term objectives set in the EHCP
- of shorter term
- established through parental/pupil consultation
- set out in a personalised Plan
- implemented in the classroom
- delivered by the class teacher with appropriate additional support where specified

Reviews of an EHCP

EHCPs must be reviewed annually. The LA will inform the Head teacher at the beginning of each school term of the pupils requiring reviews. The SENDCo will organise these reviews and invite:

- the pupil's parent(s)/carer(s)
- the pupil if appropriate
- the relevant class teacher/s
- SENDCo from another school or setting if the pupil is transferring to a new school
- a representative from the LA
- the Educational Psychologist
- any other person the SENDCo or parent/carer considers appropriate

The aim of the review will be to:

- assess the pupil's progress in relation to the objectives on the EHCP
- review the provision made to meet the pupil's need as identified in the EHCP
- consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- if appropriate to set new objectives for the coming year

At the end of KS2 (transitions reviews), receiving schools will be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENDCo will complete the Annual Review paperwork and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN.

Partnership with parents/carers

The school actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs and aims to work in close partnership with parents and carers by:

- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- involving the parents and carers, wherever appropriate, in any related decision-making process regarding the methods by which their child's individual needs will be met
- making parents and carers feel welcome, ensuring all parents and carers are provided with all information in an accessible way
- inviting parents and carers to attend meetings about their child
- encouraging parents and carers to be actively involved in working with their child and supporting learning in the home
- instilling confidence that the school will listen and act appropriately
- ensuring that parents and carers are aware of their rights to appeal regarding aspects of child's SEND provision
- making parents and carers aware of the LA's Parent Partnership Service & LA Local Offer

If you have an SEN issue you can contact Mrs Jo Mason, Special Educational Needs Coordinator via email, or make an appointment to see her through the school office.

jomason@heron.gloucs.sch.uk

Involvement of pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress by encouraging them to:

- state their views about their learning and progress
- identify their own needs relevant to their age
- share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition pupils who are identified as having SEND are invited to participate in:

- Creating their individual pupil profiles and pupil passports
- 'My Plan'/'My Plan+' reviews and setting of individual targets
- Annual Reviews

Links with support services

We aim to maintain useful contact with support services. For pupils on the SEND register any one or more of the following agencies may be involved:

- Educational Psychology
- Speech and Language therapy services
- Occupational therapy services
- Advisory Teaching Service
- School nurse
- Virtual school for looked after children
- Health Service- including paediatrician,
- Children and Young People's Services (CYPS)
- Teens in Crisis
- Families First Plus (Glofamilies directory)
- Gloucester and Forest Alternative Provision School (GFAPS)
- Local Pre-school settings

Special Provision

The school has the following special facilities:

- Ramps to outside doors to allow for wheelchair access
- Easy access toilet and shower with handrails and hoist
- Individual adaptations for specific pupils

Staff Training

In order to maintain and develop the quality of our provision, staff (including SENDCo) undertake appropriate training and further professional development. Recent courses and in service training opportunities undertaken are detailed in the Head teacher's report to Governors each term.

The SENDCo attends local SENDCo network meetings and the annual SENDCo Conference in order to keep up to date with local and national updates in SEND.

Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head teacher/SENDCo. The chair of Governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved. (Please see the school's Complaints Procedure available on the school's website).

Review of the SEND policy

The policy was developed through the consultation of staff, parents/carers and the SEND Governor. The policy was ratified at the Full Governing Body Meeting in May 2016. The policy is shared on the school website.

The school considers the SEND policy to be important and, in conjunction with the Governing Body, a thorough review is carried out annually to ensure all new updates are accounted for.

Review date: May 2019