

Policy for Special Educational Needs and Disabilities

Sept 2021

Who Are Children With Special Educational Needs and Disabilities?

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Children with English as an Additional Language

We are aware that many bilingual children, particularly those who are new to English, may have periods of delay in their educational progress where they are learning and developing their use of English. This is a recognised aspect of our children's learning process, the acquisition of English in the learning context. There may well be a 'silent period' when children are new to the country. The school recognises that the acquisition of a second language is *not* to be regarded as a Special Educational Need or a learning difficulty.

Objectives of the Policy

The vision of education at Hovingham Primary School is one which provides a centre of excellence for our children; one where every child is valued for their individuality, personality and self-worth and one where the success of the children is acknowledged and celebrated.

We believe that, to allow children to achieve their full potential, they need to be in a safe, secure, and work in a stimulating learning environment. We will provide a broad, rich and engaging curriculum where children are inspired by learning that develops and challenges them, and excites their imagination.

Within this, we recognise that there will be a number of children who will have Special Educational Needs and Disabilities. The school fully embraces the principles of inclusion and aims to include and support these children and will cater for their needs through appropriate differentiation and within the constraints of resources. Children with SEND join in the activities of the school together with pupils who do not have SEND, in so far as it is reasonably practical and compatible with the pupil receiving the necessary SEN provision, the efficient education of other children and the effective use of resources. There is a culture of high expectation for all children, including those who have SEND. We aim to make fullest use of our resources to aid the development and education of all children.

Planning for children with Special Educational Needs and Disabilities is an integral part of the whole school curriculum planning. All children work within this framework, meeting the requirements of the National Curriculum, differentiated to an appropriate level. Whenever children appear to be experiencing difficulties within the normal range

of teaching and learning experiences efforts will be made to assess these children individually and to detail appropriate support.

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001)
September 2014

Ofsted Section 5 Inspection Framework January 2014

Equality Act 2010

Education Bill 2011

Children and Families Act 2014

Admission Arrangements

Admission arrangements for children with SEND are the same as for other children, except in the case of a child with a Statement of SEND / Education Health and Care Plan, where support is required to ensure the safety of that child or others. The head teacher may wish to delay entry until support is in place.

Inclusion Statement

The staff at Hovingham Primary School are fully committed to the principles of inclusion for all our children.

- We work hard to achieve inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all our children within school and provide materials appropriate to children's interests and abilities. This ensures that all children have access to the school curriculum.
- SEN might be an explanation for delayed or slower progress but is not an excuse. We make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not a Special Educational Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We strive to make a clear distinction between 'underachievement' and special educational needs. We have a responsibility to identify underachieving children and ensure that appropriate interventions are put in place to help these children catch up. Some pupils who have SEN may have lower attainment (though not

necessarily under achievement). It is our responsibility to ensure that children with SEN have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which addresses causes of any learning difficulty, are essential to the success of these pupils.

Pupils with SEN and their level of need and support are assessed. Pupils are then identified within one of three stages.

STAGE 1 Quality first teaching where activities are differentiated and where appropriate, the use of Wave 2 interventions.

All learners will have access to Quality First Teaching at Wave One, where principles of inclusion are fully utilised.

Identification and Assessment at Stage 1

Children's needs should be identified and met as early as possible through:

- The analysis of data, Foundation Stage Profile Good Level of Development (GLD) scores, other whole school pupil progress data e.g Classroom Monitor.
- Classroom-based assessment, observations and monitoring arrangements.
- Following up parental concerns.
- Tracking individual children's progress over time.
- Information from previous schools and other outside agencies.
- Liaison with external agencies such as Complex Needs Team, where it is suspected that a special educational need is significant.

Where children are identified as having a special educational need, the school will provide for these additional needs in a variety of ways and might use a combination of approaches to address targets identified for individual pupils e.g personalised support plans, differentiated work as part of quality first teaching, bilingual support, small group withdrawal, individual class support, individual withdrawal.

STAGE 2 Additional SEND Support

- Pupils will be offered additional SEND support when it is clear that their needs require intervention which is 'additional to' or 'different from' the well-differentiated curriculum offered to all pupils in school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
- It may be that a very small number of pupils on the SEND register will require additional High Needs Top up Funding. An application for this will need to be made to the Local Authority. This may be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has or will need to be spent on a pupil within any one financial year, in order to meet his or her special educational needs, an

application will be made to the Local Authority, with particular regard to the success criteria and SEND Descriptors published as part of the Leeds local offer.

- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

Our approach to Individual Support Plans (formerly IEPs) is as follows:

1. Support Plans are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with SEND. They are seen as a working document which can be constantly refined and amended.
2. Support Plans will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will be very specific to the needs of the child.
3. Support Plans will be accessible to all those involved in their implementation – Where possible, pupils should have an understanding and ‘ownership of the targets’.
4. Support Plans will be monitored and evaluated regularly.
5. Support Plans will be reviewed at least half termly by class teachers and termly by the Head of Inclusion.
6. Targets will be Specific, Measurable, Achievable, Relevant and Time limited (SMART)
7. The focus for Learning Outcomes will be specifically around Learning – not what the teacher is going to teach.
8. Learning Outcomes will be arrived at through discussion between teacher and Head of Inclusion / SEN Team, discussion with parents/carers/pupil, discussion with another professionals e.g Speech and Language Therapist.

STAGE 3 Statement of Special Educational Needs / Education Health and Care Plan

- Pupils will have access to all arrangements for pupils on the SEN register. They will have an annual review of their Statement / Plan.
- Our school will comply with all local arrangements/procedures when applying for High Needs Block Funding and An Education Health and Care Plan.

Annual Reviews

There is a formal review meeting for children on full funding and children with a Statement of SEN/EHC plan and this must be held annually or every six months for under-fives. The purpose of this meeting is to get an overall perspective on the child's progress, to monitor and evaluate the provision and amend as necessary.

People invited to the meeting will be parents/carers, pupil (if appropriate), Head of Inclusion/SEN Team, class teacher, support staff and any outside agencies who may be involved with the pupil e.g. Educational Psychologist. All reports will have been sent previously and given to all attendees. If reports have not been sent they must be shared at the meeting. A review report is produced which is signed by the head teacher and submitted to the LEA. It is vital that early links are made between parents, pupil and High school when a child is transitioning into KS3. This is in order to discuss and support the transition process and arrangements for KS3. Additional school visits are essential.

Our school is fully committed to helping and supporting parents/carers. The SEN Team and the Family Team, as part of the school community are able to support in a number of ways including: help with completing forms, providing interpreters, making families and friends feel welcome, listening to and acting upon any concerns or worries.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for SEND children is carried out in the following ways:

- Lesson observations by Phase SENCO and other school leaders.
- Observation of intervention groups / 1:1 work.
- Ongoing assessment of progress made by intervention groups.
- Scrutiny of planning and children's books.
- Talking to children/Pupil voice.
- Monitoring of SEN Team i.e. support staff etc.
- Informal feedback from staff.
- Pupil voice when setting new targets or reviewing existing ones.
- Pupil progress tracking.
- Monitoring individual targets, evaluating the impact on pupil progress.
- Attendance data and liaison with Family Team.
- Pupil progress meetings with Head teacher.
- Parent Voice.

Staffing

The following staff are available to help support children with SEND and their families:

- Inclusion Leads – Laura Martin, Kate Frankish, Chelsea Freeman, Catherine Atkinson, Lisa Sykes & Shaun Woodward
- SEN Team – Collette Speight, Naz Ayub, Naz Hussain, Nav Kaur, Ann Cooper & Haarisah Khan
- SEMH Team – Viki Cooper, Tracey Aveyard & Marlon Thompson
- SEND Governor - TBC
- Class Teachers
- HLTAs
- Learning Support Assistants
- Speech and Language Therapist - Chatterbug

The Family Team:

- Family Support Workers – Saleem Ali, Dita Nedopilova, Amanda Robinson

In service training

Training for staff is an essential aspect of developing effective provision for children with Special Educational Needs.

In order to meet the needs of the children, our staff have access to ongoing training in SEN. All staff, are expected to attend training appropriate to the needs of the children they are working with.

The amount of funding allocated to school will vary and is based on the needs of the cohorts of children. All support staff vary in their experiences of working with children and in supporting various needs. Most of their work should be in the classroom as it is our policy that children with SEND are fully integrated in all aspects of school life. They may work 1:1 or with small groups for parts of the day to deliver targets from a support plan or differentiated work planned by the class teacher. They may also work with other groups of children as directed by the class teacher while the class teacher works with the children with SEND.

Our SEN Learning Assistants are deployed across school and work with both groups and individual SEN pupils with a range of needs.

Outside Agencies

We make full use of the range of specialist support available to children with SEND. After consulting with parents, the Head of Inclusion may involve outside agencies. These agencies give advice and practical support for children with *cognition and learning, social and emotional, communication and interaction, sensory and/or physical* difficulties. They can support with assessment, programme planning, use of resources and in service training. Such advice may come from the following:

- The Integrated Support and Psychology Service including Educational Psychology , Complex Needs Team, Early Years Special Educational Needs Inclusion Team (EYSENIT) and SENST
- Specialist Training in Autism and Raising Standards (STARS)
- Speech and Language Therapy (SaLT)
- School Nursing Team
- The Visually Impaired Team
- The Deaf and Hearing Impaired Team (DAHIT)
- Occupational Therapy (OT)
- Physiotherapy Team
- Child and Adolescent Mental Health (CAMHS)
- CHES Cluster referrals (NEST Space)
- Children's Social Work Services

The Governing Body

The Governing Body, in cooperation with the Head of Inclusion and the head teacher, has overall responsibility in ensuring that all children with SEND receive appropriate support. The Governing Body will support the in service training needs of staff to improve standards.

SEND Governor – TBC at Autumn T&L Committee

Responsibility For Co-Ordination Of SEN Provision

Inclusion Leads - Laura Martin, Kate Frankish, Chelsea Freeman, Catherine Atkinson, Lisa Sykes & Shaun Woodward

Arrangements For Co-Coordinating SEN Provision

Inclusion Leads - Laura Martin, Kate Frankish, Chelsea Freeman, Catherine Atkinson, Lisa Sykes & Shaun Woodward

The Inclusion Leads are responsible for the day to day co-ordination of staffing and resources for children with specific needs. In addition to this they are also responsible for

- Liaison with teachers
- Aspects of case diagnosis
- Consultation and advice on the setting of Individual/ Group Support and Behavioural Programmes,
- Reviewing progress
- The initiation, administration and co-ordination of EHCP procedures,
- Liaison with outside agencies,
- Liaison with and counselling of parents,
- Co-ordinating resources,
- Maintaining and analysing the composition of the school's Special Educational Needs Register,
- Maintaining the school Funding For Inclusion Register (FFI) and preparing the annual FFI Return
- Overseeing records

- Staff training
- Consulting and informing the Governing Body
- Liaison with the SEN Governor.

The Head Teacher

It is the responsibility of the Head teacher

- To work alongside the Governing Body, ensuring that the policy and its related procedures and strategies are implemented.
- Ensure that all staff are aware of their responsibilities under the policy and are given appropriate training and support.
- To take disciplinary action against staff or pupils who discriminate or contravene the policy.
- Ensure that issues of equality and inclusion are addressed within the curriculum.
- To deal with reported incidents, difficulties and complaints.

The Head teacher supports the Special Educational Needs Policy and is involved in referral procedures and prioritising of cases. Special Educational Needs cases and their management are discussed regularly as appropriate.

All Staff

It is the responsibility of all staff:

- To be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.
- To not discriminate on grounds of disability or other equality issues and to fully embrace Principles of Inclusion in their daily practice.
- To keep up-to-date with legislation by attending training and information events organised by the school or other agencies.

Teaching Staff

It is the responsibility of the teachers

- To ensure that all pupils have full access to the curriculum at their identified level.
- To promote the Principles of Inclusion and diversity through teaching and through relations with pupils, staff, parents and carers, governors and the wider community.

Facilities For Pupils With SEN Or Who Are Disabled

The school is equipped with ramp sections in the playground. There is a centralised toilet and changing facility suitable for wheelchair access.

Working In Partnership With Parents and Carers

Hovingham Primary values our parents/carers taking an active and supportive role in their children's education. At every stage the school seeks to be supportive and inform parents

of all developments. Parents are encouraged to share their knowledge about their child and we work hard to ensure that parents /carers feel confident that their views and contributions are valued.

Complaints Procedure

The staff at Hovingham work hard to develop positive working relationships with our parents and carers. In the first instance, parental concerns should primarily be taken to the class teacher. If the class teacher is unable to address those concerns they may then be taken to the Head of Inclusion. If appropriate, The Head of Inclusion may inform parents about the Leeds SEND Information Advice Support Service (**SENDIASS**) that work with parents to resolve concerns. If the matter remains unresolved, the head teacher will be informed and a meeting may then be arranged to try to resolve the issue. In cases where resolution is not possible, the matter will be passed onto the Governing Body and the parents informed of the LEA complaints procedure.

Complaints, other than those made by parents or carers, will be referred initially to the Head of Inclusion and/or the head teacher. They will be thoroughly investigated and any action deemed to be appropriate will be taken.

Inclusion Leads: **Laura Martin, Kate Frankish, Chelsea Freeman, Catherine Atkinson, Lisa Sykes & Shaun Woodward**

Principal: **Kellie Halliday**

This policy is to be reviewed annually

Date: Sept 2021

Review Date: Sept 2022