



Heathfield Primary School

SEN Policy

Signed Head:

Signed Chair:

Date:

EHCP= Education and Health Care Plan

EHA- Early Help Assessment

PLP- Personalised Learning Plan

SENCO: Miss C Wilkinson

Head Teacher: Ms J Lindon

Reviewed: November 2018

THE SEND AIMS OF THE SCHOOL

At Heathfield we aim to:

- ensure that **all** pupils have access a broad and balanced curriculum;
- provide a differentiated curriculum appropriate to the individual's needs and ability;
- ensure the identification of all pupils requiring SEN provision as early as possible in their school career;
- ensure that SEND pupils take as full a part as possible in all school activities;
- ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment;
- ensure a case study for vulnerable children is carried out to track attainment, progress and support.
- ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.
- celebrate the differences in our pupils when possible.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties and have the opportunity to contribute fully to the life of the school.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age;
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LEA;
- Is under compulsory school age, or would be if special educational provision was not made for the child.

Special education provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area;

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- For a child under two, educational provision of any kind (1993 Education Act, section 156).

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. Where this may be the case, see the school's INA and EAL policies.

All staff & governors at Heathfield will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

At Heathfield we feel it is vital to support all children, taking into account the needs of every child. Our belief is that:

"If a child cannot learn the way we teach, we must teach him/her the way he/she can learn". (Dyslexia Institute Website)

ROLES & RESPONSIBILITIES

Provision for children with special educational needs is a matter for Heathfield School as a whole.

SENCO/ Deep Support Team, with support from the Learning Mentor:

The SENCO is responsible for implementing the SEND Code of Practice. The SENCO has a key role in:

- co-ordinating the provision, ensuring Personalised Learning Plans (PLPs) are drawn up and reviewed at least termly;
- monitoring and update the school's SEND register;
- overseeing the records of all pupils with special educational needs, including links with transitional documentation with other mainstream & special schools;
- providing in-service training;
- working with staff, parents & pupils;
- managing learning support assistants (when appropriate);
- liaising with external agencies.

Teachers

'All teachers are teachers of pupils with special needs'

Teachers will draw up PLPs as appropriate to the pupils' individual needs and provide the differentiated curriculum to meet these needs. Staff are proactive in ensuring all activities fulfil the inclusive practices of Heathfield.

We aim to establish a partnership with parents in order to maintain a good working relationship to the benefit of the child.

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Headteacher

The Headteacher has responsibility for the day to day management of all aspects of the school's work including provision for children with SEND. The head teacher will keep the governing body fully informed through the Head teacher's termly report & also work closely with the school's SENCO, who will produce a SEND update as an appendix to this report.

Governing Body

The governing body has a duty to monitor the success of the SEND Policy, and will report on this through the annual report to parents. They will ensure that all parents are aware of the provision being made for their child, and that specific funding is used appropriately.

ADMISSIONS

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, in that

'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND'

CoP 1:33)

We have a disabled toilet & access ramp for people who have mobility problems. The school's accessibility plan is in place to address other issues as they arise.

EVALUATING THE SUCCESS OF OUR SEND POLICY

The Governing Body will report annually on the success of the policy and, to facilitate this, we have identified specific objectives which are given under 'THE SEN AIMS OF THE SCHOOL' at the beginning of this policy.

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils
- External professionals

The success of the policy will be judged against information gathered from:

- Planning which will evidence access to the broad and balanced curriculum, through differentiated activities that are additional to that normally provided for the other pupils;
- Regular meetings with staff to discuss pupils requiring SEND provision information will be detailed in the register;
- Evidence of pupil & parental involvement that is detailed through the PLP process;
- Meetings & reports from the external agencies working with our school.

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Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting PLP targets;
- Use of standardised tests or teacher assessments;
- Evidence generated from PLP review meetings.

ALLOCATION OF RESOURCES

The school receives a delegated budget each year based upon the SEND Audit information collected by the LEA. The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy. This budget provides for the personnel supporting our SEND pupils and material resources. We invest part of the budget to purchase a day's support from the Focus Learning Support Team.

Our Teaching Assistants have allocated time in both Key Stage 1 & 2 to provide in-class support for identified pupils. Some of the Teaching Assistant time in Foundation Stage is directed to providing support to those pupils identified with SEND.

There are additional funding streams from the LEA to provide support for pupils with increased SEND needs. This provision is mainly provided through the provision of EHCP's or in the case of younger children, Early Years Funding.

IDENTIFICATION, ASSESSMENT, AND PROVISION

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision.

Early Identification

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance against the new national curriculum, judged against age related objectives, or equivalent target Tracker step levels.
- Pupil progress in relation to objectives in the national curriculum.
- Standardised screening or assessment tools, for example, British Picture Vocabulary Scale, Non-verbal abilities test and Salford Reading test. We also have a Dyslexia and Dyscalculia assessment available within school.

Here at Heathfield, we rely on teacher assessment with additional information provided through assessments (statutory in Reception, Year 2 and Year 6)

Concerns from the Base Line assessments at EYFS would be discussed with parents & the SENCO. Regular tracking of assessment information (SATs) would highlight pupils of concern.

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The records provided help the school to design appropriate differentiated learning programmes. For pupils with identified SEND the SENCO/Class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach

The Range Of Provision

The main methods of provision made by the school are:

- Full-time education in classes of pure year groups, with additional help and support through a differentiated curriculum;
- In-class support with additional adult assistance.
- Additional support groups providing 1 to 1 or small-group intervention where necessary.

Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers;
- Prevents the attainment gap widening;
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers;
- 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;

Where teachers decide that a pupil's learning is unsatisfactory, the SENCO is the first to be consulted. The SENCO and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through the graduated response advocated by the Code of Practice beginning with the opening of an EHA. This would enable school to consult other professional s who would then work around that child to provide additional support. Where concerns remain despite sustained intervention, the school will consider requesting an EHCP, to provide funding for the child. Parents will be fully consulted at each stage and they will be requested to support the school in completing an EHA form.

VULNERABLE CASE STUDIES

Children identified as vulnerable have a case study of their data history whilst at the school. Within each case study, information about attendance, point of entry and reason for being vulnerable. In addition to this, baseline data, historical attainment and previous years progress is also evident in the case study, as well as, current attainment (termly tracking information).

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Information about pupil's targets from PLPs and Pupil progress meetings are also shown. They are RAG rated before each assessment period to assess how well the children have done with meeting their targets.

Where children did not enter before baseline data from Reception was carried out, the data should be received from their previous school or if they have come through ACIS, their ACIS assessment linked to the NASSEA steps.

Baseline data in case studies are from;

- Year 1 baseline data from baseline data in Reception
- Year 2 baseline data from baseline data from Reception.
- Year 3 baseline data from Reception and end of KS1 data.
- Year 4-6 baseline data from Reception and end of KS1 data.

RECORD-KEEPING

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from previous school/phases
- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies educational psychologist, speech therapist
- Case logs detailing agency involvement and key actions to have taken place

Teaching SEND pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support.

The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having SEND, the school will intervene through PLP's, the creation of provision maps, EHA's and then occasionally through the request of an EHCP.

PLPs – School Support

This stage is characterised by interventions that are different from or additional to the normal differentiated curriculum. Additional intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Standardised test scores between 75 and 85.
- Reading age 6 to 12 months below chronological age.
- Test results that fall significantly below age related expectations.
- Most crucially, teacher assessment and judgement against current objectives.
- Further strategies are needed to control behaviour e.g. behaviour support programme, home/ school report book.

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- Sensory impairment or physical disability which needs the support of aids e.g. hearing aids, specialised spectacles etc.
- Referral to an outside agency. (Speech therapy etc.)

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher/ subject teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Nature Of Intervention

- The SENCO in collaboration with the class teacher will decide the action required to help the pupil progress;
- A PLP is drawn up that will detail the precise targets to be achieved;
- Additional help will be allocated from the Teaching Assistants working within the class;
- Additional resources will be provided to facilitate the programme of work agreed.

The PLP will detail:

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The PLP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The PLP's will be discussed with the pupil and the parent. The PLP's will be reviewed with the parent and child at a mutually convenient time.

EHA- 'Early Help' Level

Currently, at 'Early Help' level is characterised by a sustained level of support and, where appropriate, the involvement of external services (e.g. Focus, BSS, IMPACT).

Placement of a pupil at this level will be made by the SENCO after full consultation by the staff with parents at an IEP review undertaken within an EHA meeting. External support services will advise on targets for a new PLP and provide specialist inputs to the support process.

'Early Help' intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil has/ needs:

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- Standardised test scores between 70 and 75.
- Reading age 12+ months below chronological age.
- Assessments that fall significantly below age related expectation.
- Behaviour which requires intervention from the Behaviour Support Service.
- Sensory Impairment or physical disability that requires the support of a specialist teacher.
- Regular input from outside agencies. (Speech therapy, CAMHS)
- A child who has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

This is an illustrative list, and is not exhaustive.

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. Again, this will be through an EHA. The resulting IEP will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

Request For an EHCP

The school will request an Education, Health Care Plan from the LEA when, despite an individualised programme of sustained intervention within School Action Plus, the child remains a significant cause for concern. An EHCP might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to the child's EHA
- The pupil's PLPs;
- Provision maps outlining the support in place;
- Records and outcomes of regular reviews undertaken;
- Information on the pupil's health and relevant medical history;
- N.C. levels;
- Literacy/Numeracy attainments;
- Other relevant assessments from specialists such as support teachers and educational psychologists;
- The views of parents;
- Where possible, the views of the child;
- Social Services/Educational Welfare Service reports;
- Any other involvement by professionals.

An EHCP will normally be provided where, after a EHCP Assessment, the LEA considers the child requires provision beyond what the school can offer.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

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- Matched to the longer-term objectives set in the EHCP;
- Of shorter term;
- Established through parental/pupil consultation set out in a PLP;
- Implemented in the classroom;
- Delivered by the class teacher with appropriate additional support where specified.

REVIEWS OF EHCPs

EHCP's must be reviewed annually. The LEA will inform the headteacher at the beginning of each school term of the pupils requiring reviews. The headteacher will organise these reviews and invite:

- The child's parent;
- The child if appropriate;
- The relevant teacher;
- The SENCO;
- A representative of the LEA;
- Outside agencies involved with the child
- Any other person the LEA considers appropriate;
- Any other person the headteacher considers appropriate.

The aim of the review will be to:

- Assess the pupil's progress in relation to the PLP targets;
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills;
- 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;
- Set new targets for the coming year.

From Year 5, reviews will indicate the provision required in Secondary school. This enables the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with Secondary colleagues.

With due regard for the time limits set out in the Code, the SENCO will write a report of the annual review meeting and send it, with any supporting documentation, to the LEA. The school recognises the responsibility of the LEA in deciding whether to maintain, amend, or cease an EHCP.

SEND INSET

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. Part of the SENCO's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEN pupils. As a routine part of staff development, INSET requirements in SEN will be assessed. The Governing Body will undertake a similar review of training needs. LSA's requirements in supporting pupils' needs will be considered frequently. The School's INSET needs will be included in the School Development Plan.

PARTNERSHIP WITH PARENTS

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Heathfield firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.' (CoP 2.2)

The school considers parents of SEND pupils as valued partners in the process. Depending on age and appropriateness, SEND pupils will also be encouraged to participate in the decision-making processes affecting them.

The school will make available, to all parents of pupils with SEND, details of the parent partnership service available through the LEA. The SEND Code of Practice outlines that *'LEAs should work in partnership with local and parent organisations, as well as the parent partnership service... to ensure that parents receive comprehensive, neutral, factual and appropriate advice.'* (CoP 2.14)

COMPLAINTS PROCEDURE

The school's complaints procedure is outlined in the school prospectus. The SEND Code of Practice outlines additional measures the LEA must set up for preventing and resolving disagreements. These will be explained to parents if required.

Links with Health, Social Services, Educational Welfare Services & Voluntary Organisations

The school has access to the services of a School Nurse, who maintains good contact with the Early Years staff & pupils. Social Services & Educational Welfare work with school as and when the need arises. We make use of the Volunteer Reader Service on a weekly basis across both Key Stages.

Health and Safety

The school ensures Health and Safety regulations are followed.

SEN POLICY REVIEW

The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

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