



we are a learning community with the spirit to succeed

## Holywell Primary School

### Special Educational Needs and Disability Policy

<b>Status:</b>	Statutory
<b>Approval Body:</b>	Governing Body
<b>Review Frequency:</b>	Annually
<b>Last Review:</b>	February 2019
<b>Next Review:</b>	Spring 2020



# Holywell Primary School

## Special Educational Needs and Disability Policy

*This policy should be read alongside our SEND Information Report and Equality Policy.*

The effectiveness of our policy will be reviewed annually by the Leader of Inclusion in conjunction with the Headteacher and Senior Leadership Team. It will be shared with staff and Governors to ensure it reflects our current practice and any local or national developments.

### **1. Our Vision**

We recognise that each child has individual needs and that some children require more support to enable them to achieve their potential within a mainstream setting. We acknowledge that some pupils who have Special Educational Needs or a Disability (SEND) may need some support for a short period of time whereas others may require prolonged support to overcome the barriers to their learning. We recognise that those with SEND can encompass a range of needs including learning, physical and emotional needs and that at times there can be a combination of more than one of these.

### **2. Aims**

We aim:

- To ensure that all children have access to quality first teaching, as this allows for the needs of the majority of children to be successfully met.
- To identify at the earliest opportunity all children who need support to make adequate progress whether physical, sensory, social, emotional, communication or cognitive development.
- To ensure appropriate support is provided, to allow every child full access to a broad and balanced curriculum, with equality of opportunity for pupils with SEND.
- To ensure every child is included in all school activities, promoting the highest levels of achievement, having regard for their individual learning styles.
- To encourage learners to develop confidence and recognise value in their own contributions to their learning.
- To develop partnerships with pupils, parents and other professionals, enabling us to work together to achieve maximum benefits for the children and to support our commitment to inclusion.
- To ensure the Equality Act 2010 is implemented and adhered to.

### **3. Objectives**

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided under the SEND Code of Practice, 2014 (Updated 2015).

3. To operate a 'whole pupil, whole school' approach to the management and provision of support for pupils with SEND.
4. To provide a Leader of Inclusion who will implement the SEND Policy.
5. To provide support and advice for all staff working with pupils with SEND.

#### **4. Identifying Special Educational Needs and Disability**

- 4.1 The definition of Special Educational Needs, as outlined in the SEND Code of Practice 2014 (Updated 2015) and the Children and Families Act 2014:

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*Children fulfil these criteria if they:*

- *have significantly greater difficulty in learning than the majority of children of the same age;*
- *have a disability that prevents or hinders them from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools;*
- *are under compulsory school age and fall within the definitions above.*

- 4.2 The SEND Code of Practice (2014) (Updated 2015) identifies four broad areas of special educational need (see Appendix 1):

- Communication and Interaction (e.g. Language, Autistic Spectrum Conditions)
- Cognition and Learning (General and Specific learning difficulties)
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

- 4.3 A child may have a disability as defined in the Equality Act 2010 if they have a physical or mental impairment which has a long-term and substantial adverse effect on the ability to carry out normal day to day activities.

#### **5. A graduated approach to SEND Support**

- 5.1 The first step in responding to the needs of all pupils is high quality teaching, differentiated for individual pupils. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access teaching from teaching assistants or specialist staff.

- 5.2 Pupils may be identified as having SEND if they do not make adequate progress once they have received necessary intervention, adjustments and good quality personalised teaching. Additional intervention and support cannot compensate for a lack of good quality teaching and therefore we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement.

- 5.3 For children who are identified as requiring SEND support, the Leader of Inclusion and class teacher alongside the parents and carers will meet with a view to:

- Provide starting points for an appropriate curriculum
- Identify the levels of support needed in class

- Assess the child’s learning difficulties
- Ensure on-going observations/assessments
- Complete a ‘one-page profile’ and track targets on SEND Support Plans
- Provide regular feedback to parents and carers (at least termly) on learning achievements and progress towards targets – *through the 4 part cycle of **assess, plan, do, review***.

## **6. Managing Pupils on the SEND Register**

- 6.1 Pupils on the SEND register will have a ‘one-page profile’ with the needs and views of the child prioritised. A SEND Support Plan will detail the proposed outcomes agreed with the child, the parents or carers and the teachers and detail the provision in place to support the achievement of these outcomes. This will be reviewed as the outcomes are achieved.
- 6.2 Where a child continues to make less than expected progress, despite support and interventions that are matched to the child’s area of need, the school, with the support of parents or carers, will make a referral for external specialist support.
- 6.3 If the child needs support from only one agency then a Single Service Referral (SSR) is completed. However, if advice is required from more than one agency then a Common Assessment Framework (CAF) is completed. Following the completion of the CAF professionals from the various agencies involved will set up A Team around the Child (TAC) and/or A Team around the Family (TAF). The parents will select a Lead Professional from the team members. In most cases children will be seen in school by the External Agency professionals and meetings will be held within the school.
- 6.4 Some children may require an Education, Health and Care Needs Assessment in order for the local authority to decide whether it is necessary for it to make provision in an Education, Health and Care Plan (EHCP). This Assessment is completed by the school’s Leader of Inclusion. EHCPs are intended to be child and family focused with all parties involved in every aspect of the child’s life working together. They have replaced Statements of Special Educational Needs and Provision.

## **7. Medical Conditions**

The school will make arrangements to support pupils with medical conditions (see Supporting Pupils with Medical Conditions Policy). Individual care plans and/or EHCPs will normally specify the type and level of support required to meet the medical needs of such pupils. Where children also have SEND, their provision will be planned and delivered in a co-ordinated way with the care plan.

## **8. Supporting Pupils and Families**

For further information, please see our SEND Information Report.

We work with a number of external agencies to support pupils, including:

- Speech and Language Therapy (SaLT) – located at Laurence Haines School

- Occupational Therapist (OT)
- School Nurse
- Play Therapy
- Communication Disorders Team (Autism Spectrum Disorder - ASD)
- Chessbrook Education Support Centre for children with behavioural difficulties
- Colnbrook Outreach for children with learning difficulties
- Specific Learning Difficulties Base (SpLD Base)
- Educational Psychologist
- Specialist Teacher of the Deaf
- Acorn Behaviour and Support Unit

## 9. Transition

SEND support will include planning and preparation for the transitions between phases of education and preparation for adult life. This includes within-school transitions.

## 10. Roles and responsibilities

10.1 Provision for children with SEND is a whole school matter and all staff are responsible for helping to meet an individual's needs and for following the school's procedures for identifying, assessing and making provision to meet those needs. Within these procedures specific roles are identified in order to support and monitor staff, pupils and provision.

### 10.2 Headteacher

The Headteacher is responsible for:

- the management of all aspects of the school's work, including provision for pupils with SEND.
- informing the Governing Body about SEND issues.
- working closely with the Leader of Inclusion within the school and all relevant SEND staff members.
- ensuring that the implementation of this policy and the effects of the inclusion policies on the school are monitored and reported to the governors.
- ensuring the quality of SEND provision is regularly monitored and where necessary adjustments are made.

### 10.3 Leader of Inclusion

The Leader of Inclusion will have the National Award for Special Educational Needs Coordination, or will complete the qualification within the first two years of taking the role.

The Leader of Inclusion is responsible for:

- overseeing the day-to-day implementation of the school's SEND Policy.
- co-ordinating the provision for SEND pupils, ensuring that an agreed and consistent approach to inclusion is adopted across the school.
- advising on a graduated approach to SEND support.
- assisting staff in identifying a child's specific learning needs.

- liaising with and supporting other members of staff in devising strategies, setting up targets and writing 'one-page profiles' and SEND Support Plans in conjunction with parents/carers and children.
- carrying out detailed assessments and observations of pupils with specific learning difficulties, ensuring that the support of external professionals is used when required.
- liaising closely with parents to ensure that they are aware of the strategies that are being used and are consistently involved in the monitoring and reviewing of their child's progress.
- being a key point of contact for external agencies, arranging/attending meetings and providing a link between these agencies, class teachers and parents
- maintaining the schools SEND Register.
- assisting and monitoring the progress of pupils with SEND through the use of school assessment information.
- contributing and arranging in-service training for all staff members.
- managing intervention timetables and the planning of interventions for the relevant learning support assistants.
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to individual needs.
- liaising with other SEND co-ordinators in receiving schools/and or other primary schools to ensure a smooth transition between one school to another.
- taking part in local authority cluster meetings to discuss and put forward evidence for exceptional needs funding.
- overseeing the responsibility of the school for meeting the needs of pupils with medical needs.

#### 10.4 Class teacher

The class teacher is responsible for:

- developing and incorporating inclusive classroom practice that encourages and support all children to enable them to access the curriculum.
- ensuring the curriculum is differentiated to meet the needs of all learners in a purposeful and engaging way.
- liaising with the Leader of Inclusion and seeking advice for children with SEND on assessment and strategies to support inclusion.
- making themselves aware of this policy and the procedures for identification, monitoring and supporting of pupils with SEND.
- setting up and regularly reviewing 'one-page profiles' and SEND Support Plans and ensuring that these target actions are carried out.
- liaising with parents of children with SEND to provide feedback and discuss progress.
- liaising with learning support assistants to ensure that they are made aware of the specific learning needs of individual children that they are supporting.

#### 10.5 Learning Support Assistant (LSA)

The Learning Support Assistant is responsible for:

- making themselves aware of this policy and the procedures for identification, monitoring and supporting of pupils with SEND.
- liaising with class teachers and the Leader of Inclusion to ensure effective communication of feedback is given with regards to pupils responses to tasks and strategies in order to monitor the progress they make over time.

- ensuring they are aware of the specific needs of the children that they are working with, including their SEND Support Plan targets and actively using the strategies identified for support in the child's 'one-page profile'.
- keeping up to date records of interventions and ensure they liaise with the Leader of Inclusion with regards to the pupil's individual needs and the provision being made.

## 10.6 Governing Body

The Governing Body is responsible for:

- the monitoring of this policy and overseeing the school's work for pupils with SEND.
- being fully informed about SEND issues and supporting the school in reviewing these.
- ensuring the quality of SEND funding and staffing provision is regularly monitored.

## 11. **Compliance**

This policy complies with the statutory requirement laid out in the SEN Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for Schools DfE Feb 2013
- SEND Code of Practice 01 – 25 2014) (Updated 2015)
- Schools SEND Information Report (2016-17) – see website <http://www.holywell.herts.sch.uk/statutory-info>
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Teachers Standards 2012

## 12. **Complaints**

12.1 Should pupils or parents/carers be dissatisfied with any aspect of provision they should initially discuss this with the class teacher. However if they feel unable to or dissatisfied with the class teacher's response they should ask to speak to the Leader of Inclusion. Parents are advised to make an appointment with the relevant staff member through the school office to ensure that the matter can be fully explored.

12.2 In the event of a formal complaint parents should follow the school's Complaints Policy.

## **Appendix 1 - Definition of the broad areas of need**

### **Communication and interaction**

Children and young people with Speech, Language and Communication Needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with Autism Spectrum Disorder (ASD, including Asperger's Syndrome), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination which can impact on how they relate to others.

### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including:

- moderate learning difficulties (MLD)
- severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication,
- profound and multiple learning difficulties (PMLD) where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, Emotional and Mental Health Difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department of Education publishes guidance on managing pupils' mental health and behaviour difficulties in school.

### **Sensory and/or Physical Needs**

Some children and young people require special educational provision because they have disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf/blind children and young people is available through the Social Care for Deaf/Blind Children and Adults guidance published by the Department of Health. Some children and young people with a physical disability (PD) require additional support and equipment to access all the opportunities available to their peers.