

# Peel Hall Primary School



## Special Educational Needs and Disability Policy

**Date Completed: July 2018**

**Completed by: SENDCo, Head Teacher and SEN Governor**

**To be reviewed by above on September 2019**

**Our SEND policy and information report aims to:**

- Set out how our school will support and make provision for pupils with special educational and disability needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

**The objectives of our SEND policy are:**

- To identify, at the earliest possible opportunity, barriers to learning so as to ensure full participation for pupils with SEND;
- To ensure that every child experiences success in their learning by knowing what their targets are and what steps are required to meet them so that they can achieve the highest possible standards;
- To value and encourage the contribution of all children to the life of the school and their community by equipping them with the ability to use and apply a range of appropriate skills;
- To work in partnership with parents;
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.

- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Peel Hall is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and wellbeing in line with our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.

## **Legislation and Guidance**

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN information report

## **Defining SEN**

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, 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. Taken from 2014 SEN Code of Practice: 0 to 25 Years - Introduction xiii and xiv

## **Roles and responsibilities**

### The SENDCO

The SENDCO is Mr Smith

He will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

### The SEND governor

The SEND governor (Mrs N Worts) will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

### The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## **How we Identify children with additional needs**

All children benefit from 'Quality First Teaching'. All teachers are expected to plan, mark and assess work to the highest standards. For some children this universal provision is not enough and targeted interventions are implemented within class. For children requiring further support the school will seek advice from other agencies, which may result in an Early Help Assessment being implemented, and a graduated response to the child's needs which may lead to an EHC plan being instigated.

Children with additional needs are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at half termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENDCO and Head Teacher and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which is significantly slower than that of their peers and who despite interventions fails to close the attainment gap between the child and their peers.
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all.

## **Working with Parents and Children**

We ensure that we work closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child. This means that parents and school will work in partnership, which may result in differences of opinion, but always the best interests of the child will be put first, and if necessary external parties will become involved at the request of either parents or the school.

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed immediately of what our concerns are. We also expect parents to reciprocate this type of communication with the school.

Once a child has been identified as having an additional need, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed on the SEN register, which means they are entitled to appropriate interventions and SEN support
- discuss assessments that have been completed or what the concerns are
- agree a plan and provision for the next half term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review ' required in the Code of Practice that our school has always done.

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Records are kept of these meetings and copies are available to parents.

Thereafter, parents - and children - are invited to a parents evening at least each term to review progress made, set targets and agree provision for the next term with the class teacher. Children with a higher level of need, will also be discussed with the Head Teacher and SENDCO at least once a term as well. In the summer term, there is an annual SEND report which is updated with provision that has been provided during the previous year.

### **Paperwork for children at SENS (SEN support)**

Once a child has been identified as needing SENS the following paperwork is completed:

- Annually, a pupil profile will be used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed in conjunction with the child and class teacher. This information may be updated during the year if required.
- Half termly, at progress meetings, an Individual Education Plan IEP is produced and/or reviewed. The plan records specific and challenging targets for the child to achieve in a half term, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets.
- Weekly, on tracking records the teacher or teaching assistant records a short comment about progress made towards each of the targets.

### **Moving to an EHCP (Education, Health and Care Plan)**

If children fail to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan - By this point we will have already involved an Educational Psychologist and asked for external advice. Generally, we apply for an EHC Plan if:

The child has a disability which is lifelong and which means that they will always need support to learn effectively

The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who make some progress in mainstream schools, albeit with support, are less often assessed for EHC Plans, unless it is very limited progress. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan, or indeed will automatically be assessed for an EHC plan. It is the provision that the school provides that is crucial.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

## **Teaching and Learning**

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school implements a range of interventions which are recorded on a provision map. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher - who monitors progress towards the targets during the intervention- and by the SENDCO who monitors overall progress after the intervention and by the Head Teacher who staff are accountable to.

- Interventions are planned on a time limited basis.
- At the end of each intervention, children's progress towards their targets is assessed and recorded and the value of the intervention is also recorded in terms of the impact on the pupil.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class or to remove the child from the SEN register.

All of the above is done in consultation with the child where appropriate, parents and all staff involved with the child.

## **The SENDCO**

It is the responsibility of the SENDCO to monitor interventions to identify 'what works' and to advise on any adaptations that may be required. He also has responsibility for ensuring an overview is maintained of all children on the register and is held to account about their progress alongside the class teacher. The SENDCO supports the Head Teacher to ensure this policy is implemented fully.

## **Adaptations to the curriculum teaching and Learning Environment**

The school is on two levels, corridors are wide and we have several accessible toilets. We are generally a barrier free school and find that so far no additional adaptations to the building have been necessary for children with physical disabilities due to the work we have already had done. Although the ICT suite is situated upstairs, timetable adjustments are made so children can still access ICT using portable equipment with their peers.

Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be adapted and made more accessible by using visual, tactile and concrete resources. Indeed the way we teach Numeracy and Literacy ensures that all preferred learning styles are catered for.

### **Access to extra-curricular activities**

All of our children have equal access to breakfast club, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs - however on the grounds of health and safety, some children with behavioural difficulties may have to be excluded from trips (although this is usually very rare).

### **Staff Expertise**

All of our teachers are trained to work with children with SEN. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or LA courses, provision of books or guidance towards useful websites.

Some of our TAs have specialist training which helps them to support children with communication difficulties. Other TAs and HLTA (higher Level Teaching Assistants) have expertise and training on other areas or specific interventions. All TAs work with children with SEN and disabilities.

### **Children with social, emotional and mental health needs**

Behaviour is not classified as an SEND although it can lead to a child experiencing SEND. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete an Early Help Assessment with the family and support the child through that process.

If parents and school are concerned that the child may have mental health needs, the school may assess them and make a referral to CAMHS (Child and Adolescent Mental Health Service) - This is because our SENDCO is qualified to do so.

If the child is felt to have long-term social, emotional or mental health need - for example with anger management- the school offers a range of social skills or therapeutic interventions. These are generally delivered by a trained TA who develops good, trusting relationships with the children, but all staff are expected to take on pastoral care roles as key workers.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs but the ultimate goal is to ensure that all children operate within our school behaviour expectations.

The school has a zero-tolerance approach to bullying of all children, especially towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills and to develop their ability to empathise with each other. All perceptions of bullying are recorded as bullying incidents and in line with the Anti-bullying Policy a graduated response is implemented. Rarely does bullying result in exclusion as it is more effective to work with the perpetrator and the victim through our LEAF approach, however where bullying is persistent and occurring on a regular basis exclusion may be the only recourse the school can take.

### **Transition Arrangements to High School**

Where a child with additional needs is moving to High School, a transition plan is drawn up with the parents, the child, the Primary School and the new High School. All children spend at least one day visiting their new High school, but this may not be enough for some children. For those children requiring more visits these are arranged in consultation with all parties. All children with additional needs have their needs discussed with practitioners from our school and the new High school. Information between the SENDCO of each school about support, strategies that work and barriers that hinder your child are discussed. Parents are also invited to attend transition meetings. All SEN reports, Education and Health care plans and current IEP's are delivered by hand by the Head Teacher to the receiving school who in turn sign to acknowledge receipt of all documentation. There is a long transition period for children to High school which includes work throughout Key Stage Two with different High schools. All children on an EHC plan will have a review meeting toward the end of year 5 to plan the provision required with a Local Authority representative as to which High School provides the most appropriate provision. School cannot advocate a particular high school, but will support parents in investigating appropriate provision for their child. The Local Authority has the powers to name a particular High School/provision in light of a child's needs.

### **Governors**

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governor with particular responsibility for SEND is Mrs N Worts. She meets with the

SENDCO to discuss actions taken by the school and meets at least half termly with the Head Teacher.

### **Complaints**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

All of our children know that they can talk to any member of staff about their concerns. However, some children with certain needs have key workers allocated and they know who they are. If a parent has a concern they should speak to the class teacher or the SENDCO in the first instance.

This policy reflects our current practice in order to ensure our school vision of working together for success is a working vision.