



SEND POLICY

The key person responsible for leading and managing Special Educational Needs and Disabilities (SEND) through the school, is Mrs D Kirby (the Special Educational Needs Co-ordinator or SENCo). Mrs Kirby works part-time and has been the SENCo for 12 years at this school. This year, she is completing the SENCo Award course at Northampton University. Some responsibility also lies with our Moderate Learning Difficulties (MLD) Unit Leader, Mr R Ward, and our head teacher Mr P Driver, who are the key people on the Senior Management Team at this time. Moreover, every class teacher takes responsibility for enabling every child to learn and achieve in their class, whatever their additional needs are.

We can be contacted at school on the school's number: (01530) 832721 or by email at hugglescote@hugglescote.leics.sch.uk.

The update of this policy was conducted in conjunction with the SEN Governor (Mrs S Allen), with reference to the SEN Code of Practice (2014) and guidance from NASEN (the National Association for Special Educational Needs). A working party of parents helped to add the most important aspects to our website, under the title "Special Needs", and this is updated annually.

Rationale:

Hugglescote County Primary School (HCPS) values the individuality of all our children. We are committed to giving every one of our children the opportunity to achieve the highest of standards. This policy helps to ensure that this happens for each child in our school, regardless of their age, gender, ethnicity, attainment or background. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Aims

HCPS is committed to inclusion. We believe that inclusion is all about equal opportunity. We will therefore not treat all learners in the same way, but respond to learners in ways which take account of their varied life experiences and needs. We will pay particular attention to:

- Girls and boys
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Learners with special needs
- Learners who are disabled
- Those who are "gifted and talented"
- Learners who need support to learn English as an additional language (EAL)
- Those who are "looked after" by the local authority

- Those who are sick, young carers or who are in families under stress
- Any learners who are at risk of disaffection and exclusion

All our policies and practices will include consideration for every type of learner. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We also acknowledge that these factors may be long term or short term.

This policy particularly focuses on the way we meet the needs of pupils who have a Special Educational Need or Disability (SEND) i.e. those who experience barriers which are causing a significant impact on their learning or call for specialist educational provision, greater than other children of their age. In dealing with these children, we aim to follow guidance from the New Code of Practice that is being used in all schools since September 2014, in response to a new Children and Families Bill.

At HCPS all teachers are responsible for the children in their class with SEN and aim to meet these needs as they arise and adjust teaching and learning contexts accordingly. We will aim, also to model inclusion in our relationships with parents/carers and the wider community.

Objectives

1. To ensure the SEN and Disability Act and new Code of Practice 2014 and guidance from the local authority are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against any children especially those with additional needs and considerations
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through differentiated planning by class teachers, and support staff, guided by the SENCo when appropriate.
5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEN Support or who have an Education, Health and Care Plan.
6. To ensure that pupils with additional needs are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of high school life and learning.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.

10. To involve the children themselves in planning and in any decision making that affects them.

To support these aims and objectives there are certain procedures, structures and roles that are in place. These are outlined below.

PROCEDURES and STRUCTURES

Identifying Special Educational Needs

As mentioned, at HCPS we understand that children learn in different ways and have different strengths and areas for improvement. We therefore use different teaching styles, different resources and different levels of work in the classroom to cater for the various ways children learn (sometimes known as Wave 1).

Children can be catered for at Wave 1 even if they:

- Have low attendance or punctuality difficulties
- Have health and welfare issues
- Have English as a second language
- Are in receipt of the Pupil Premium Grant
- Are a "looked after" child
- Have a disability
- Have difficulties with some aspects of their behaviour

In regard to disability, for example, the Code of Practice outlines the "reasonable adjustment" duty for all schools, provided under current Disability Equality legislation, and these alone do not constitute SEN. In addition, any concerns relating to a pupil's behaviour should be described as an underlying response to a need which we should be able to recognise and identify.

Many children, at some point in their school life, do need extra help. This can take place in smaller groups or 1:1 with the teacher or Learning Support Assistant (LSA) using appropriate packs of work called "interventions", "boosting" or "catch up". (This is also sometimes called Wave 2).

If we suspect a child may have a Special Educational Need or Disability (i.e. a difficulty that is causing a persistent and significant barrier to learning) then we must analyse first whether they have had adequately Wave 1 and 2 provision. Then, through our on-going observations, assessment and record keeping (including the use of target tracker), we analyse that their additional need is continuing to make a detrimental impact on their overall learning, perhaps causing them to be a year behind the level expected of their peers, and that no progress has been made over a term or two. We may use additional information from standardised tests and individual observations. Most importantly, we talk to the people who know the child best - the child themselves and their parents / carers. In this initial informal meeting, the child, their parents and their class teacher are invited to share their opinions and discuss the child's strengths, areas of difficulty and hopes for the future. This can be the starting point for future support planning and may require a **Parent/Teacher Concern Form** to be filled out.

We then use a graduated response detailed in the new **Special Educational Needs and Disability Code of Practice 2014** of "assess, plan, do, review". This is the **GRADUATED RESPONSE** and takes place like this:

Monitoring

This is when the parents and class teacher identify that the reason for the pupil continuing to fall behind academically and needing additional consideration and help on a regular basis, is because they have a special need.

Their need may broadly fall into one of 4 broad categories (although the teachers will, of course consider the needs of the whole child which will include not just their special educational needs):

- 1) **Communication and Interaction** - including Speech and Language and Communication Needs (SLCN) and difficulties with social interaction e.g. those on the Autistic Spectrum (ASD)
- 2) **Cognition and Learning** - including those with Moderate (MLD) or Severe Learning Difficulties (SLD) or those with a Specific Learning Difficulty (SpLD) like dyslexia, dyscalculia or dyspraxia which is inhibiting their learning to a significant degree
- 3) **Social, Emotional and Mental Health Difficulties** -including those who become withdrawn and isolated as well as those who display challenging, disruptive or disturbing behavior. These behaviours may reflect underlying mental health difficulties or disorders such as Attention Hyperactivity Deficit Disorder (ADHD) or Attachment Disorder
- 4) **Sensory or Physical Needs** - such as a Visual Impairment (VI) or a Hearing Impairment (HI) or a Physical Disability (PD)

An **Initial Concerns Form** is completed and the school SEN Co-ordinator (Mrs D Kirby) will be made aware so that they can be put on a SEN Record (this is a list of children across the school who have been identified). The child's needs are still met via the usual differentiation within the classroom, but the child is **monitored** in closer detail.

SEN Support

After no more than two terms of monitoring, a child may then need **SEN Support**. This will be because they are still not making expected progress, despite changes and further differentiation in class. (If the initial meeting flags up a major concern, a child may also jump straight to this stage). Parents, the child and their class teacher will meet again to review and agree to their child being recorded as having SEN Support on the SEN Record.

A **Group Education Plan (GEP)** or a **Individual Education Plan (IEP)** is then drawn up. This contains no more than 4 specific, measurable, achievable and realistic targets. Moreover, it outlines appropriate support or intervention programmes and who will be the additional adult leading these, if required. The SENCo is also informed and provides a "**Provision Map**" of all the various interventions and support that may be appropriate across the school. Appropriate training and expertise may be utilised from existing staff, or additional training may take place.

If appropriate, outside agencies may be consulted to offer specialist advice. These could be:

- the Specialist Teaching Service (which includes the Learning Support Team, the Sensory Impairment Team, the Designated Advisory Teacher for Disability and the Autism Outreach Service).
- the Medical team (who may include the school nurse, the Speech and Language Therapists, the Physiotherapist, the Occupational therapist or the paediatrician).
- Additional agencies might include those attached to Social Services, such as those support groups triggered under Early Help, like Supporting Leicestershire Families.

Criteria for exiting SEN Support

After SEN Support and the Provision Map have been decided and acted upon, formal and informal assessments are collected and looked at. These are often more detailed assessments and involve "small steps" tracking. Teachers, Learning Support Assistants and children may be observed working by their teacher, the SENCo or an outside agency. This may help the teachers and parents to consider next steps, alternative approaches or whether the provision is still appropriate. Often a child may make such good progress that a record of SEN Support is no longer appropriate, but provision can be made back at a Wave 1 and 2 level.

Education, Health and Care Plans

If a child's needs are to the degree that their learning is very complex and/or severe and they are supported individually almost all of their time in school then we may ask the local authority to carry out an "Education, Health and Care Assessment". This is a very detailed assessment based on views and assessments of parents/carers, the school and a range of professionals. The child then may be issued with a "Education Health and Care Plan". Parents have a right to ask the local authority to carry out these assessments themselves, although it is usually best if it can be carried out with the support of the school too. Education, Health and Care plans are only appropriate for a small number of children. The SENCo or an independent representative from the SEND Information Service (formally Parent Partnership) will be able to help on this. At this stage alternative placement and transition to another school may be explored, including places within our own Moderate Learning Difficulties Unit. Guide on the criteria for this are provided by the Local Authority.

Admission of pupils with EHC Plans (formally known as statements):

HCPS follows the School Admission Code that came into force in February 2012 that makes clear that all children whose EHCP names the school must be admitted. If the school is not oversubscribed, all applicants must be offered a place. Admission authorities must ensure that their arrangements will not disadvantage unfairly or discriminate against a child a disability or special educational needs.

Supporting Pupils and Families

HCPS values highly and responds positively to parents' views. Parents are informed about their child's learning and encouraged to participate fully in their child's education at all stages. Parents' and pupils' views are invited as a contribution in the identification and assessment review process of SEN. Additional meetings are set up to review progress each term, for children with additional needs. Parents are encouraged to contribute their knowledge and understanding of their child, and to raise any concerns they may have about their child's needs and the provision which is being made for them.

The SEN Governor will check parent satisfaction through questionnaires (the last being completed in Summer 2017) and will help the school address any concerns parents have.

All our parents can access information about the extra support we provide for children at HCPS by looking at our school website under Parents Zone and "Special Needs" and by clicking on our "SEN Information Report". They can also request a paper copy of this information at the office.

Moreover, there is information about additional outside agencies that they can contact directly for support, including the SEND Information and Advice Support Service (formally Parent Partnership) that can give parents impartial advice about the SEN.

Pupil Participation

Children who are capable of forming views have a right to express an opinion, and have that opinion taken into account on matters affecting them. Pupils participate, where possible, in decisions about their additional provision. They are included when setting targets on a "child-friendly" IEP and their "Pupil Passport" and website is an area for new development this year. Their views are given due weight according to their age, maturity and capability.

Links with other schools/Transfer arrangements

- Foundation Stage staff will meet with staff from feeder nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCo after this meeting or through the Early Years team at the Special Needs Teaching Service. Where necessary the SENCo will arrange a further meeting.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCo will telephone to further discuss the child's needs
- Children transferring from HCPS to new schools will have details of particular needs and additional provision made by the school sent to that school. The SENCo will discuss these children with other schools on request.
- Additional transfer arrangements are made for the children transferring to High school, including meetings with the Year 7 co-ordinator and SENCo of appropriate.

Relevant SEN Training for staff

- The SENCO attends regular "SENCoNet" Meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the SENCo.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will ensure "tailor-made" training where this is appropriate.

Resources

A Special Educational Needs resource base is located in the blue room in the KS2 department. At present our resources include: a range of books, materials and tasks to suit pupils of differing abilities (Trackers, Rapid Read). Some can be used as Wave 3 Intervention Programmes. There are also specific resources to support speech and language and emotional, social and mental health. In addition, on the school computer network there are some specific programmes for Wave 3 intervention (eg Wordshark, Number Zone, Clicker). There is also information for staff on various aspects of SEN. We aim to continually develop and improve the resources within our school for children with Special Educational Needs.

There have been several resources ordered and put together for Gifted and Talented pupils'. Particular attention has also gone into selecting new fiction and non-fiction books for the library to

reflect our inclusion of anyone identified in our initial categories, for example those from different cultural backgrounds or fiction that appeals particularly to boys.

Storing and managing information

Documents relating to pupils are stored in line with our school policy on Information Management (this includes information on how long to store documents, when they should be destroyed, what should be kept, where, etc.) and our confidentiality policy.

ROLES and RESPONSIBILITIES

Governing Body

Our governing body invest time and effort to ensure the best education possible for all our children. They work in partnership with the teachers, the SENCo and the senior staff to work out the best way of tackling the school's current needs, and its constant strive to improve. They also oversee the delegation of an SEN budget that can be negotiated. This may involve payment for access to services or money delegated for support and appropriate help. As mentioned, Mrs S Allen is the lead governor in this area.

Headteacher

Mr P Driver has overall responsibility for ensuring appropriate inclusion and SEN provision throughout the whole school. He has overall responsibility for ensuring the Code of Practice is implemented, and for managing all staff involved.

SEN Co-ordinator

Mrs D Kirby meets regularly with the SMT as issues arise in this area.

Mrs Kirby also has responsibility for: management of the SEN budget and resources; the monitoring and evaluation of provision in the mainstream and overseeing its implementation; arranging in-service training of staff; and instigating and co-ordinating the formulation/review of this policy and other related policies.

In addition Mrs Kirby has responsibility for:

- The day-to-day operation of this policy.
- Liaising with and advising colleagues.
- Maintaining the school's SEN record and overseeing the records of all pupils with SEN in the mainstream of the school.
- Liaising with parents of children with SEN, including attending some IEP reviews.
- Liaising with external agencies concerning children with and without statements in the mainstream of the school.
- Responsibility for the Annual Reviews of all children in the mainstream school who have statements or Education, Health and Care Plans.
- Liaising with SEN Assessment Department at County Hall, e.g. Casework Officer.

MLD Unit Leader

Mr R Ward has many of the additional responsibilities stated above, in relation to the children in the unit (for example, production of a monitoring and evaluation action plan) and there are opportunities for liaison with the SENCo throughout the year. He is also responsible for organising the successful inclusion of his children into mainstream classes at different times of the week.

Class Teachers

All teachers are responsible for promoting an inclusive working environment which includes the effective teaching and learning of children with SEN in their classes. They have an awareness of procedures for identifying, assessing and making provision for pupils with SEN. They write IEPs where appropriate.

Learning Support Assistants (LSAs)

LSAs work under the direction of the class teacher to support the learning needs of all pupils. When they are delegated work with children with additional needs, additional training may be considered and time given to learn the additional and unique needs of the individual they will be working with. They provide feedback to staff. Our deputy head teacher Mrs N Walker is their direct line manager and may provide opportunities for further training, where relevant.

Other Relevant Responsibilities

The deputy head teacher, Mrs N Walker is our designated teacher for child protection, along with the head teacher. She is also the key person responsible for children who receive the Pupil Premium Funding. She and the SENCo also oversee any support provided for our "looked after" children in foster care.

Monitoring and Evaluation of SEN provision and practice

The SENCo continually overviews the provision across the school, looking at the provision map each term, the need for additional adult support, any changes in approach, and training that is necessary, as well as any need to contact an outside agency. The MLD Unit Leader (Mr Ward) will look at the children in our unit. They will also look at the number of children on the SEN Record as a whole and record any trends, including comparisons to National Expectations. These are discussed with the senior members of staff when appropriate, including the Head teacher. There may often be a school plan of improvement that everyone is made aware of, including LSAs.

In addition, the SENCo attends a regular meeting with other school SENCos each term to update and revise developments in Special Needs Education and Inclusion.

The governing body will also use its best efforts to ensure the best possible provision for inclusion and Special Educational Needs and Disabilities, in this school. All governors are aware of their responsibilities for inclusion issues and Special Educational Needs and Disability, and discuss the issues regularly.

Complaints

Parents are encouraged to discuss any problems or concerns with school. These should be raised initially with the pupil's class teacher, then with the head teacher. If necessary parents may complain to the chair of governors (Mrs R Wharrod) in writing via the reception and, if they are still dissatisfied, may take their complaint to the LA. (Refer to Complaints Policy).