

HOLDEN LANE PRIMARY SCHOOL



Special Educational Needs Policy (SEN)

Mrs M Condliffe (SENDCo) National Award for SEN.

Review of this policy is ongoing.

Special Educational Needs Policy

Document purpose

This policy reflects the aims, values and ethos of Holden Lane Primary School in relation to the Special Educational Needs (SEN) of our children. It gives a framework to which all staff, teaching and non-teaching work.

How the policy was developed

The policy was developed by the Special Educational Needs Coordinator (SENDCo) and followed an audit of SEN and current practice. The general principles were discussed with staff. The policy was written by the SENDCo using the information available from the audit, discussions with staff, children and advice from the SEND team. It reflects the SEND Code of Practice 2015, 0-25 guidance.

Audience

This policy, having been presented to and agreed upon by the whole staff and Governing body, is distributed to all members of teaching staff and Governing Body via the Staff Handbook, Staff Policy File and the Governor Policy File. It is also available electrically on the school web site along with the School Information Report. It is made available to visiting teachers, students and supply teachers.

Information for parents is included in the school prospectus, displayed in school when appropriate and available upon request from the school office.

Introduction

Every teacher is a teacher of every child including those with SEN. Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
 - have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age'.
- (Code of Practice 2015, paragraphs xiv.)

The Children and Families Act (2014) has introduced a new approach to the way children, young people and their families are supported. A Special Educational Need and Disability (SEND) Code of Practice provides information and guidance to everyone involved.

Special Educational Needs are described in four broad areas:

- Communication and Interaction;
Speech, Language and Communication Need
Autistic Spectrum Disorder
- Cognition and Learning;
Moderate Learning Difficulty
Severe Learning Difficulty
Profound and Multiple Learning Difficulty
Specific Learning Difficulty including dyslexia, dyspraxia, dyscalculia
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs
Hearing Impairment
Visual Impairment
Physical Disability

(Stoke on Trent SEND website, October 2014)

Aims

At Holden Lane Primary School we will make the necessary provision for any pupil who has special educational needs by providing a broad, balanced and relevant curriculum. The school will use its best endeavours to ensure that teaching staff are able to identify as early as possible and provide individual intervention strategies on a graduated response for those pupils who display special educational needs.

The school will have regard to the **Special Educational Needs Code of Practice 2015** when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school and they are informed that SEN provision is being made for their child. Parents will then have the opportunity to share their opinions and take part in the planning of the next steps for the pupil.

Partnership with parents plays a key role in enabling children with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared views of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active role in their child's education. Parents are encouraged to come into school and discuss their child's progress regularly with members of staff and the Head Teacher, if appropriate.

All parents of children with SEN are given copies of their child's Pupil Passport and will be asked to review this along with the class teacher and child at least once during each term.

Objectives:

1. To identify and provide for pupils who have special educational needs.
2. To work within the guidance provided in the SEND code of practice, 2015.
3. To operate a whole pupil, whole school approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-ordinator (SENDCo) who will work with the SEN inclusion policy.
5. To provide support and advice for all staff working with special educational needs.

Rights and responsibilities:

Staff	
Rights	Responsibility
To be supported by peers and managers.	To ask for support when needed. To offer support to colleagues and managers.
To be listened to.	To listen to others.
To share opinions.	To give opinions in a constructive manner.
To be made fully aware of the school's SEN systems, policies and expectations.	To seek information and use lines of communication.
To receive appropriate training to increase skills in Special needs education.	To support others developing their skills in promoting good SEN practise. To acknowledge areas of own SEN skills which could be developed. To try new approaches. To review and update pupil passports on at least a termly basis.

Children	
Rights	Responsibility
To be treated with respect regardless of ability.	To behave respectfully to others.
To be safe.	To behave in a way which keeps self and others safe.
To learn.	To attend school regularly and attend intervention sessions within the school's day.
To make mistakes.	To own up to mistakes and ask for help. To allow others to make mistakes.
To be listened to.	To give opinions in a constructive manner. To listen to others.

Parents/Carers	
Rights	Responsibility
To be treated with respect.	To behave respectfully to others.
To know their child is causing concern and has been placed on the SEN register.	To talk to teachers and help their child with additional work.
To know their child has been recommended to be assessed by an outside agency such as the school nurse, SEND or the educational psychologist.	To talk to teachers to receive feedback from assessments. To absorb information and share concerns.
To be kept informed of their child's progress on at least a termly basis.	To make sure their child attends school regularly and punctually to ensure they attend intervention sessions within the school's day. To talk to their child about what he/she does in school.
To talk to teachers if they have any concerns about their child's learning or wellbeing.	To talk to teachers if they have any concerns about their child's learning or wellbeing.
To be listened to.	To listen to others.
To have access to information on the schools' approach to SEN.	To absorb information and share concerns.
To have concerns taken seriously.	To share concerns constructively.

Objectives for the school year September 2023

These objectives were formulated after an audit of SEN provision by the SENDCo:

- To carry out assessments on pupils where there are concerns.
- To ensure that staff are trained to deliver interventions that impact on progress.
- To measure the progress of interventions.
- To further train staff in Dyslexia friendly techniques.

- To ensure Pupil Passports have SMART (Specific, Measurable, Achievable, Realistic and Time scaled) targets.
- To ensure that pupils with a SEN need are identified.
- To ensure that reasonable adjustments for SEN pupils are made across the curriculum subjects.
- To continue to update the local offer (Information for parents about what the school offers) to parents.

GUIDELINES

Identification, Assessment and Provision

Provision for children with SEN is a matter for the school as a whole and takes into account Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and Physical Needs. In addition to the governing body, the Head Teacher and SENDCo and all other members of staff have important day-to-day responsibilities. At the heart of every class is a continuous cycle of planning, teaching and assessing, which takes account of a wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and the child's prior experiences. If the child already has an identified special educational need, this information may be transferred from the Early Years Action Forum team to SEN Support on the graduated response as appropriate.

In order to help children who have SEN the school will adopt a graduated response that recognises there is a continuum of SEN and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children.

We also take attendance, disability, EAL, health, welfare and family circumstances into consideration when assessing a child's attainment and progress. Behavioural needs will be recognised as an underlying need which is causing the behaviour.

Staff Training

Development of skills is from an annual audit of experience and qualifications taken by the SENDCo which identifies the current school needs.

Development is provided at staff meetings by the SENDCo or any relevant LA professional e.g. SEND team, ASD team, Educational Psychologist and Special Schools. Staff are also encouraged to attend any relevant SEN courses.

Resources

The school provides a graduated response to SEN, with children who have a statement/EHC receiving support from the local authority. In addition, the school receives funding for SEN from the local authority for all SEN pupils. The resources provided in school are a mixture of additional SEN assessment, teaching time and extra programmes such as the Conquering Literacy Programme which supports pupils who may have difficulties with Literacy. This includes methods of teaching and resources to make learning multi-sensory. The school has achieved Dyslexia Friendly level 1 status and the approach is used throughout the school. Children with SEN are provided with different

teaching approaches; this can be additional help within the classroom environment or can be withdrawal from the class individually or in a small group. The children are taught within the classroom, in specified quiet areas and communal teaching areas. The SENDCO attends network support meetings to keep updated with local and national updates.

Medical Needs

If a child has to take medicine, then they should remain at home until the course of medication has been completed. However, if the doctor considers the child to be fit enough to be in school, but requires medication to be given, parents may contact Jan Parkinson or the Class Teacher to make arrangements. As parents are responsible for the administration of medicines to their children, they should come into school to give the dose as necessary, preferably at lunch-time. Children must not bring medicines to school to administer themselves. Children who arrive in school with medicine should be sent to the Head Teacher or School Business Manager who will contact their parents to make alternative arrangements.

Children who have asthma and bring an inhaler to school should take it with them to PE, swimming and on Educational Visits. Inhalers must be named. A record of use of the child's inhaler must be kept on the log sheet provided. Parents must be informed by letter if their child has needed to use their inhaler and a copy of the notification letter should be kept on the child's record. If the same child has to use the inhaler more than once a term, they should be brought to the attention of the school nurse. This may indicate a child is being inadequately treated and therefore at risk.

A confidential list is kept in every class detailing all pupils with medical conditions. Ongoing medical conditions require a Care Plan to be formulated.

If a child requires personal hygiene care, this will be managed through an Individual Care Plan.

Some children with medical needs may have an Education, Health and Care Plan which brings together health and social care needs.

Children with English as an additional Language

The identification and assessment of children whose first language is not English requires particular care. (See also the policy for EAL) Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance to establish whether the problems they have in the classroom are due to limitations in their command of language or arise from special educational needs. The team supporting achievement, learning and excellence for ethnic minorities can be contacted at the local authority to arrange assessments in mother tongue and receive help and advice to support ethnic minority pupils. Support can also be offered to the parents of these pupils.

Role of the Special Educational Needs Co-ordinator (SENDCO)

The role of the SENDCo will be as a learning consultant, supporting and liaising with staff and assisting in the delivery of the National Curriculum to SEN pupils. An integral element of the role is in the support of assessment data and record keeping systems. A school register of the records of SEN pupils will be maintained by the SENDCo. The SENDCo is part of the leadership team of the school. The SENDCo will be responsible for the following areas of Special Needs:

- Overseeing the day to day operation of the SEN policy.
- Co-ordinating provision for children with SEN.
- Liaising with and advising fellow teachers.

- Managing learning support assistants and ensuring that they are carrying out the targets on the Pupil Passports.
- Overseeing the records of children with SEN.
- Liaising with parents of children with SEN.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Overseeing the review of SEN pupils and the updating of the Pupil Passports for SEN children which are written by the class teacher.
- Liaising with SEN Governor.
- To attend appropriate courses and SENDCo Forum meetings and provide feedback to the whole staff.
- To provide staff training as required.

Role of the Special Educational Needs Governor

Governors are appointed with the responsibility for overseeing special educational needs. The SEN governors meet with the SENDCo each term and report back to the governing body via a governor link report. The SENDCo will keep the Head Teacher informed of all aspects regarding special educational needs pupils.

SEN funding is discussed annually at a staffing and finance governors' committee meeting, with one of the governors feeding back to the whole governing body.

Role of the Class teacher

It is the responsibility of the class teacher to ensure all children's needs are catered for on a day to day basis. Teachers should use a variety of teaching approaches, resources and techniques to ensure all children's needs are catered for. Teachers will discuss any child they are concerned about with the SENDCo and fill in a record of concern. They will then discuss this with the child's parent/carer and the parent will sign to say they give permission for the child to be placed on the SEN register and receive additional support from outside agencies. The teacher will then review the child's progress on a termly basis and return the review to the SENDCo, the teacher will then write a new pupil passport. The teacher must also attend any feedback given by a specialist and feedback this to the parents/carers with the support of the SENDCo.

Monitoring progress

The schools tracking system for recording and assessing the progress of individual children will provide information about areas where a child is not making satisfactory progress. Under these circumstances, teachers may need to consult the SENDCo to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available in class. The key test of the need for action is evidence that current rates of progress are inadequate. Class teachers are to complete a Record of Concern evidence collecting sheet and supply samples of work to support the areas of concern that they have about the pupil. This will then be addressed by the SENDCo who will assess whether to have the child placed on the SEN register as SEN Support. In addition, the support of outside agencies will also be considered.

The Graduated Response to SEN

First quality teaching is the first step in responding to children who have SEN. This includes differentiating teaching to the needs of the children. The quality of teaching is regularly reviewed. Interventions are then put in place to support pupils who are not making progress. It is following these interventions that a child may be assessed as having special educational needs and an assessment would take place to monitor whether a child has met the Local Authority's criteria for SEN Support. The class teacher would then provide interventions additional to those provided as part of the school's differentiated curriculum. Targets will be Additional to and Different from the normal classroom curriculum.

The triggers for intervention will be:

- Little progress despite targeted teaching.
- Difficulty in core areas affecting others.
- Persistent emotional or behavioural difficulties.
- Sensory/physical problems where there is limited progress, despite specialist equipment.
- Continuing communication problems.

In some cases outside professionals from health or social services may already be working with the child. Where these professionals have not already been working with the school staff the SENDCo may contact them if the parents agree. The class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised education programme.

Procedure to be followed:

1. Parent/carer is informed of their child's progress.
2. Permission for intervention and use of outside agencies, if required, is gained. The information about the agency required will be shared and any necessary forms will be completed with the parent, class teacher and SENDCo.
3. A Pupil Passport will be produced along with the parent's views and the parent and child will be asked to share what they would like the school to know about them.
4. Arrangements are set in place for the child to be assessed by SEND or the Educational Psychology Service, as required.
5. The class teacher writes or updates the Pupil Passport with the help and advice of the testing agent (SEND or EP) and the SENDCo if needed.
6. The class teacher reports back to the parent/carer.
7. The Child's progress is monitored at regular intervals by the class teacher and SENDCo.
8. Outside agencies will review individual pupils and feedback to SENDCo, parent and class teacher at regular intervals until they feel the child is progressing well.

Managing pupils' needs on the SEN register

All children on the SEN register have a Pupil Passport which is produced by the class teacher and overseen by the SENDCo. These are updated every term and interim targets

are recorded on a learning ladder. The progress in relation to these targets is monitored by the SENDCo and at pupil progress meetings every half term.

There is a cycle of assessing-planning-delivering-reviewing-recording which the class teacher monitoring and evaluating the outcomes.

When the school is unable to provide for a child's needs, evidence is available from interventions that have been put in place in relation to a child's progress. The provision that the school can provide permanently and full time regarding a small group setting such as the nurture provision is also considered around the child's needs.

Children are removed from the SEN register when the necessary progress has been made from the interventions. The child would now be expected to have attainment of that expected in their year group. The parent is informed of this and a form is signed to show agreement.

Pupils are known as-

SEN Support (Previously School Action and School Action Plus)

Education Health and Care Plan

Education, Health and Care Plan

Any pupil who has not shown progress after following targets on the Pupil Passport over a period of time may be put forward for statutory assessment following a review. Statutory assessment involves consideration by the LA working co-operatively with parents and other agencies, as appropriate, as to whether a statutory assessment of a child's SEN is necessary.

All children with Education, Health and Care Plans will have long term targets set out in their plan which short term targets are set from. The plan will also include recommendations concerning health and care, where necessary, and what the services will provide. These are established after consultation with parents, child, school and specialist agencies such as the educational psychologist and include targets identified in the statement of educational need.

Annual Review of Education, Health and Care Plans

Education, Health and Care Plans must be reviewed at least annually with the parents, the pupil, the LA, the school and the professionals involved considering whether any amendments need to be made.

Outside Agencies

The Inclusion Service (SEND) are part of the LA's Achievement division and have a diverse role to play in supporting SEN provision within the school and parents. The school Inclusion Service Advisory teacher is Mrs Kuljit Jheeta

Education Psychology Service

The agency who provides specialist support to pupils, parents and teachers. The school Education Psychologist for this year is Katherine Lee.

Education Welfare Officer

The school EWO is Mrs Julie Turner.

Health Professionals

A variety of agencies such as the school nurse, health visitors, occupational therapists, doctors, speech therapists and counsellors will offer support and advice on request for general SEN matters or about specific children.

Transition arrangements

SEN records are passed to any school a child is transferring to. In the case of high school, a meeting is arranged between the SENDCo from Holden Lane and the transferring high school.

Inclusion

The Equality Act implication for schools (see Access and Disability policy)

The Equality Act 2010 prevents schools from discriminating against children with disabilities in their admission arrangements, in the education and associated services provided by the school for its pupils or in relation to exclusions from the school.

The act states that schools are required not to treat disabled pupils less favourably for a reason relating to their disability and to take reasonable steps to ensure that they are not placed at a substantial disadvantage to those who are not disabled. Schools are also required to plan strategically and make progress in improving accessibility for disabled pupils to schools' premises and to the curriculum. Further information and guidance can be obtained from SEN Code of Practice 2015.

The school has disabled access e.g. a disabled toilet and wheelchair access from the front of the school. The school ensures, where possible, to make it accessible to disabled pupils.

The classroom environment is equipped with picture labels that minimise reading and are Dyslexia Friendly.

Special Educational Needs and Disability Advice Service (SENDIAS)

The voluntary organisation will provide support to parents and provide a link between home and school whenever the need arises. They also give help to parents who may not understand the documentation which accompanies an Education, Health and Care Plan. (Contact Number 01782 234701)

Admissions

At Holden Lane Primary School the admission policy does not discriminate against any child with SEN. (See School/LA admissions policy).

Educational Trips

We encourage all classes to participate in educational trips for example visits within the local area, bus trips to farms, museums etc. and residential trips. All children are encouraged to take part in trips and if necessary extra staff or parents are taken on trips to meet the needs of SEN children. The school will make reasonable adjustments to ensure all children take part in educational trips. The school also consults with parents to ensure all needs are met.

Pupil Participation

The staff and governors value the contribution of all children in school. Their ideas and opinions are respected and where possible acted upon. Children will be asked to contribute to the writing of Pupil Passports and consulted regarding reviews of progress.

Comments/Complaints Procedure

Any comments/complaints received which are related to the schools special educational needs policy should be directed in the first instance to the class teacher. If the parent is not happy with the response then contact the SENDCo and following this the Head Teacher.

This information is also reflected in the SEN information report on the school website and the Local Offer.