Special Educational Needs Policy

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Changes to this Policy		
Issue No:	**Date**	**Description**
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The Governing Body and the Headteacher have overall responsibility for the school's SEN policy.

The School's SENDCO is Sarah Young.

She can be contacted via the school office on 0191 5634200.

This policy has been developed in line with the **SEN and Disability Code of Practice (part 3 of the Children and Families Act 2014) and The Equality Act (2010)**

We are an inclusive school and believe that all children have the right to engage in the same activities and share the same experiences. Every teacher is a teacher of every child or young person including those with SEN.

The SENDCo is responsible for the day-to-day management of SEN policy and practices. The day-to-day implementation falls to the staff in school.

Governor responsible for SEND is David Preece and Emma Knight.

The governing body reviews the policy annually.

1. Aims: (The longer view)

Our aim is to raise the aspirations of, and expectations for, all pupils with SEN. As a school, we provide a focus on outcomes for children and young people and not just hours of provision or support.

2. Objectives: (How are we going to do it?)

- to identify and provide for pupils who have special educational needs and additional needs
- to provide support and advice for all staff working with special educational needs pupils and to make reasonable adjustments to ensure that a pupil with a disability is not disadvantaged
- to work within the guidance provided in the SEND Code of Practice, 2014
- to work within the Sunderland Ranges Document (Introduced in Nov 2019)
- to develop teaching strategies and skills of staff in dealing with special needs
- through partnership in the classroom, liaison with outside agencies and through CPD
- to involve the parents of children with special needs in all aspects of their child's education
- to ensure that all children have a voice in this process

3. Identifying Special Educational Needs

In law, a child has 'special educational needs' (SEN) if s/he has a learning difficulty or disability which calls for special educational provision to be made for him or her.

Children have a learning difficulty if they have:

- significantly greater difficulty in learning than the majority of children of the same age.
- a disability which prevents or hinders her or him from "making use of educational facilities of a kind generally provided" for children of the same

age in schools within the area of the LA.

The 'SEN Code of Practice' refers to four different types of SEN:

- Cognition and Learning
- Social, emotional and mental health difficulties (Behaviour)
- Communication and interaction (ASD)
- Sensory and/or Physical

Each area of need has been broken down into levels:

- Quality First Teaching
- School support – where assessment and support is provided entirely within the expertise and resources of the educational setting
- School support plus – where expertise and resources provided by agencies external to the educational setting are utilized
- Education, Health and Care Needs assessment (EHCP)

The Equality Act (2014) defines disability as:

> "**A person has a disability…. if s/he has a physical or mental impairment which has a substantial and long-term (12 months) adverse effect on her/his ability to carry out normal day-to-day activities."**

A child may fall within one or more of the above definitions.

At Hetton Lyons we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

When considering what is SEN, we must be aware that there may be other underlying issues that may also impact on progress and attainment:

- Disability (the code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current disability Equality legislation – these alone do not constitute SEN)
- Attendance and punctuality
- Health and Welfare
- EAL (English as an additional language)
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a Serviceman/woman

4. Assessment

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENDCo assess and monitor the children's progress in line

with existing school practices. This is an ongoing process.

The SENDCo works closely with parents and teachers to plan an appropriate program of support.

The assessment of children reflects, as far as possible, their participation in the whole curriculum of the school. The class teacher and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The LA seeks a range of advice before making an Education, Health and Care plan.

5. Strategies for identifying pupils with SEN

Many strategies are employed for the identification of children with special educational needs. These include information from:

- parents or outside agencies, prior to or during the time a child is being educated at Hetton Lyons Primary School
- formative assessments and observations routinely carried out in the course of the school year
- summative teacher assessments (such as tests)
- all children are assessed when they enter our school, so we can build upon their prior learning from nursery. We then use this information to provide starting points for the development of an appropriate curriculum for all our children
- results of tests e.g., National Tests in other year groups testing based on end of year expectations
- recorded evidence of any social, emotional or behavioural difficulties

6. Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated through Quality First Teaching. This should enable them to understand the relevance and purpose of the learning activities, as well as give them a feeling of success and achievement by experiencing levels of understanding and progress.

7. SEND Support

Children at School Support, will be given an individual support plan. All support plans employ a small step approach to learning by breaking down levels of attainment into finely graded steps and targets that child will work on as part of their personalised curriculum. Targets on support plans are reviewed termly.

We acknowledge that all children have an entitlement to share the same learning experiences as their peers. Wherever possible we aim to ensure that learning mainly takes place within the classroom. However, there are times when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside of the classroom. This may be for intervention purposes or Nurture Group, but this would be time limited.

Support is structured as follows:

1. Assess: The class teacher, working with the SENDCo, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment.

2. Plan: Parents will be notified during a consultation meeting, at which a Support Plan will be discussed and put in place, either immediately or at a subsequent meeting. Adjustments, interventions, support and review date will be agreed with staff, parents and pupil. Interventions will be tracked and targets stated on their Support Plan.

3. Do: The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. Any interventions will be overseen by the class teacher, who will assess their effectiveness and ensure a consistent approach. The SENDCo will support the above.

4. Review: The effectiveness of the support and interventions, and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least twice per year. The class teacher, working with the SENDCo, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time, school will consider involving specialists.

8. Managing needs

The class teacher and SENDCo will keep relevant assessments and reports about each child on the SEN register. Where a pupil continues to make less than expected progress, despite additional support and intervention, then a discussion with class teacher and SENDCo to consider involving external specialists such as Educational Psychology, Language and Learning Partnership (LLP), Autism Outreach (AOT), Speech and Language Therapy (SALT). This is first discussed with parents/carers and, with their permission, assessments are carried out. Generally, a written report details the findings of any assessments and this is sent to both the home and the school. Recommendations for further targets and approaches are usually included and school endeavours to incorporate these into the child's support plan and subsequent teaching and learning activities.

Parents will also be directed to the LA Local Offer which gives details of the services offered within the Local Authority and surrounding areas.

It may be that a child with more intractable difficulties will continue to need the support of home, school and 'outside agencies' in order to make *adequate progress*.

9. Partnership with parents

We believe communication between school and home is paramount in enabling us to give the best possible provision for our SEND children. Parents are able to access the schools SEND Information Report on our website. This report details our provision and practices.

- Communication between home and school is encouraged to celebrate achievement, share information, discuss concerns and plan appropriate targets and courses of action. We place great importance on our relationships with parents and value their insights and support.

- We foster close liaison between home and school by arranging regular meetings. These take the form of open evenings, SEND reviews and SEND transition reviews. We also attend 'exit' reviews for children with SEND transferring to our school from other schools or settings. In addition, there are informal arrangements throughout the school year.

- The school also provides regular information and posts on dojo.

10. Pupil Participation

We are an inclusive school and believe that all children have the right to engage in the same activities and share the same experiences. For some children with SEND this may mean the

school purchasing specialist equipment or engaging the services of additional staff.

The school offers all children an opportunity to participate in a range of extracurricular activities. No child is refused a place on the grounds of SEND.

11. Social, Emotional and Mental Health difficulties

Some children may experience a wide range of social and emotional difficulties and these may manifest themselves in many ways. As a school we seek to support these children by: ● providing a safe and secure environment for them to learn in

- inviting them to lunchtime provision that focuses on social skills
- involving them in Nurture Group to raise self esteem
- making reasonable adjustments to ensure that they are not disadvantaged
- Support through Healthy Heads or our school based counsellor

12. Monitoring and Review

The SENDCo monitors the movement of children within the SEN system in school. The SENDCo provides the staff and governors with regular feedback on the impact the provision has for children with SEND compared to children with non-SEND.

The SENDCo is involved with supporting teachers with writing targets for support plans. The SENDCo is part of the Senior Leadership team and has regular meetings with the Headteacher to review policy and practice. The SENDCo and the governor for SEND also hold regular meeting.

Parents will also be directed to the LA Local Offer which gives details of the services offered within the Local Authority and surrounding areas.

13. Current Practice

- Ongoing assessments of reading, writing and math's skills in all key stages [please refer to the school's English and Math's policies for more detail] are carried out routinely for all children.
- Further detailed assessment of children's reading, pre-reading and numeracy skills are carried out if necessary.
- Results used to formulate learning objectives for child's support plan.
- Parents/carers and staff are kept informed
- Appropriate strategies used to ensure progress
- From Reception to Year 6 all children on the SEN register with a support plan, will have targets taken from **The Ranges (Together for Children document),** which will have a focus on preparation for Adulthood. These will make sure children develop skills for adulthood.

14. The Ranges developed by Together for Children

- This document was developed by Together for Children and spans from 0-25.
- It is divided up into the 4 areas of need.
- Within each section the area of need is divided into bands- these are range 1-5. Range 1 would include support for children mainly comprising of quality first teacher. Range 5 includes a higher level of support including access to specialist

provision.

● The Ranges are moderated regularly to ensure children are assessed accurately.

● The Ranges are used on support plans to ensure children are receiving the support that matches their needs.

15. Graduated Approach

Quality First Teaching: Every teacher is a teacher of SEND. The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. Teachers use the EEF's research document on 5 a day. These are 5 areas of provision that children should be offered as quality first teaching. This includes…

1. Explicit instruction
2. Cognitive and metacognitive strategies
3. Scaffolding
4. Flexible grouping
5. Use of technology

If a child is below age related expectations, they are monitored and supported within class. If they fall significantly behind age related expectations, they are added to the SEND list based on The Ranges document'. If the need is other than academic, the child is referred to the SENDCo for further assessment.

Ranges 1- 3

A child receives additional support in class and/or in intervention groups. A Support Plan is written in partnership with both child and parent/s highlighting the strategies to be used to support this child. Copies of the Support Plans are kept in the SENDCo's files and on CPOMS. The child's progress is tightly monitored by class teacher and SENDCo with a view to closing the gap to age related expectations. For non-academic needs, children are similarly monitored to ensure any intervention is effective.

The triggers for intervention through Range 1-3 could be the teacher's or others' concerns, underpinned by guidance from the Local Authority's 'Ranges' document, about a pupil who, despite receiving quality first teaching:

- Makes little or no progress even when teaching approaches are targeted, particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not alleviated by the behaviour management techniques usually employed in the school;
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Ranges 3-4 +

All provision from school support remains in place, but outside agencies are involved in supporting the child continuously within Hetton Lyons. Their recommendations are implemented and assessed. Education, Health and Care Plan (EHCP): Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made expected progress, school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of School Support and/or School Support Plus.

At this range, external support services, both those purchased through the LA and by outside agencies, will usually see the child in school if that is appropriate and practicable, so that they can advise teachers on Support Plan targets and accompanying strategies this external support would continue above and beyond the initial advice.

The triggers are:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour support plan.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Interventions put in place at Range 1-3 have had little or no impact on learning or progress.

16. Progression to Education, Health and Care Plan

If, after advice from the Educational Psychologist or other professionals, the school and Parents consider that help is needed from outside the school's resources, the SENDCo completes the form requesting an Education, Health and Care Plan by the Authority. Papers are forwarded to the Case Officer for the school, who, with the Panel, will decide whether to proceed with Statutory Assessment. Should the Panel decide against an Education, Health and Care Plan, it is then up to the school to look again at provision for the child and to formulate new strategies and Support Plans. If the Panel agrees to proceed with an Education, Health and Care Plan, the SENDCo prepares further documentation about the child, which is sent to the Special Needs Section where, in consideration with similar documents from other involved professionals, an Education, Health and Care Plan is completed. The class teacher, in conjunction with the SENDCo, is then responsible for drawing up a Provision Plan to meet the objectives set out in the Statement. The Education, Health and Care Plan must be formally reviewed annually. The Annual Review is chaired by the SENDCo.

For children on Early Years School Support and children with an EHC plan:
Monitoring and review procedures will continue as above. However, there may also be more formal annual review meetings. Parents/carers, outside agencies involved with the child and the class teacher are invited to the meetings. This facilitates full discussion of the child's strengths and weaknesses and helps in the formulation of graduated responses to his/her needs.

This is particularly important when a child is moving from one Key Stage to another.

Documentation regarding children at School Support stage of the Code of Practice is kept in individual central files. Copies of reports and review minutes are uploaded onto CPOMS. This is to ensure that pertinent information is shared with all appropriate staff. Confidentiality is regarded as a key issue.

Letters and Support plans, minutes with meetings with professionals and other key information is also recorded on CPOMS.

Key Stages 1 and 2

Procedures outlined above continue throughout the primary school.

The point at which children are placed on the SEN register may vary according to individual learning characteristics.

17. Assessment

Children who are working two years below the age-related expectations in Key Stage 1 and Key Stage 2 are assessed and tracked using the PIVATS5 assessment. The PIVATS outcomes are used within the child's support plan to give appropriate targets. Other forms of assessment are also used to form a judgment on the progress made by each individual child. The SENDCo and SLT work together to determine the level of progress expected of children with SEND.

At both Key Stages we endeavour to involve children in the management of their learning. They make their own evaluation of progress towards meeting targets and record this on their support plan (teacher will act as scribe where necessary).

At KS2, children are invited to attend SEND meetings with their parents/carers; progress to date and new targets are discussed with them. They have access to their current support plan within school.

Children transferring from other primary schools:

- records from previous school are incorporated into child's profile
- telephone contact made with previous school if initial clarification required

Assessments are kept together and updated when necessary. Support plans are passed on through the years.

There is also frequent informal sharing of information with relevant staff, to ensure continuity and effective management of children's special educational needs.

18. Training

All staff are consulted about their training needs relating to SEN. Priorities for Continuing Professional Development for teachers are:

- courses which have a close link with the School Improvement Plan targets
- courses which are closely linked to an area identified by an individual teacher or the SENDCo as a development need
- courses which facilitate the development of theoretical knowledge and practical strategies linked to specific categories of need within a class or Key Stage, e.g. ASD, Dyspraxia, ADHD. These may include liaison with specialist schools.

19. Funding

Mainstream schools and academies have a duty to provide the first £6000 of costs in respect of each high need pupil or student on their roll (notional budget). “Top Up” funding is a specific budget for additional educational support and is normally attached to a statement of special educational needs or an Education, Health and Care plan (EHCP). It may be appropriate for some of the top up funding to be accessed as a direct payment to a parent or carer or young person. This would be established and identified as part of the EHC planning process.

20. Supporting pupils with medical conditions

We have a duty to support pupils with medical conditions. The Headteacher works closely with parents and medical professionals to produce a healthcare plan for each child with a significant medical condition.

Where children also have SEND, their provision is planned and delivered in a co-ordinated way with the healthcare plan.

See also separate policy on Managing Medicines in school.

21. Handling complaints

The suggestions for handling complaints related to SEN should be read in conjunction with the Governing Body’s procedures for investigating complaints generally. Any parent/carer can contact the class teacher, SENDCo or Headteacher to arrange an appointment should a problem arise.

If a parent/carer feels that this is not leading to a resolution of the issue they may take their complaint to the Governing Body.