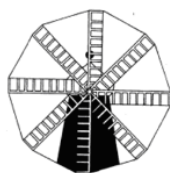


Heckington St Andrew's Church of England Primary School



Policy for Special Educational Needs and Disabilities

To be read in conjunction with the Inclusion Policy (part of the Equality Policy).

Review date: September 2027

Rationale

Heckington St Andrew's C of E Primary School values the abilities and achievements of all pupils and is committed to supporting them to be the best that they can be.

We recognise that many pupils will have additional needs at some point during their school life and that many factors create or contribute towards these difficulties. We believe that parents, teachers and pupils working together can overcome these hurdles.

Aims & Objectives

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the rapid identification of all pupils requiring SEND provision as early as possible in their school career
- Ensure that pupils take a full part in all school activities
- Ensure that parents are kept fully informed of their child's progress and attainment
- Ensure that, where appropriate, pupils are involved in decisions affecting their future SEND provision

Definition of Special Educational Needs

A child has special educational needs if he or she has a learning difficulty that calls for special educational provision to be made for him or her over and above the quality first teaching planned for and provided by the teaching staff.

Heckington St Andrew's C of E Primary School will have due regard for the Special Needs Code of Practice when carrying out its duties towards all pupils with special educational needs and ensure that parents are notified when SEND provision is being made for their child.

There are four distinct categories of SEND as identified within the Code of Practice 2015:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and Sensory

As stated in the Code of Practice 2015, persistent challenging behaviours do not necessarily mean that a child has SEND. Therefore, behaviour is not a category for identifying pupils, but may be an indicator of an underlying problem. Behaviour plans (Personal Support Plans) are used to support pupils in school but they do not necessarily qualify children being added to the SEND register.

Implementation

The responsibility for implementing this policy is held by all members of the teaching staff. The school has a SEND Leader (SENDCo). All staff and Teaching Assistants are qualified to work with SEND children and meet their needs.

Admissions

The Governing body embraces the view that the admissions criteria should not discriminate against any pupil with SEND and have due regard for the practice advocated in the Code of Practice, in that, "All schools should admit pupils with already identified special educational needs, as well as identifying and providing for pupils not previously identified as having SEND...Pupils with special educational needs but without EHCPs must be treated as fairly as all other applications for admission." (Code of Practice 1:33). A child with an EHCP does not gain a place through typical school admissions and instead parents and carers work closely with their child's SEND caseworker to consult with local schools to find the best setting to meet needs.

Inclusion

The Inclusion Policy (found within the Equality Policy) recognises the entitlement of all pupils to a balanced, broadly based curriculum. This SEND policy reinforces the need for teaching which is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

Identification, assessment and provision

At Heckington St Andrew's C of E Primary School we have adopted a whole school approach to SEND policy and practice. Pupils who have been identified as having SEND are fully integrated into mainstream classes in which they have full access and equal entitlement to the curriculum, which includes the National Curriculum.

All staff are responsible for identifying pupils with SEND and in collaboration with the SENDCo will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is seen as the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a crucial factor in considering the need for SEND provision.

Children's progress through National Curriculum age related expectations is assessed from Y1 onwards and against the Early Learning Goals in the EYFS.

The records of pupils with identified SEND will be used by the SENDCo/Class teacher in order to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure that ongoing observations/assessments give teachers regular feedback on achievements/experiences; these are used to plot next steps in learning
- Involve parents in a joint learning approach for home/school

Early identification of pupils with SEND is considered a priority; to aid identification the school will use appropriate screening and assessment tools in partnership with specialists from other agencies.

To further assist with the identification of SEND the school will ascertain pupil progress through reference to:

- Evidence arrived at by means of teacher observation/assessment.
- Referring to their performance in the National Curriculum, judged against age related expectation descriptions.
- Standardised screening /assessment tools e.g. SATs and NFER tests.
- Maths and reading age assessments (Sandwell, Herts. For Learning Reading Age).

The school provides support through one of two methods:

- In class, with additional help and support being provided by class teacher and/or teaching assistant through adaptations to the curriculum.
- Periods of intervention to work with a teaching assistant or teacher.

Our curriculum is carefully designed, enabling all children to access quality first teaching to support them to 'keep up, not catch up'. Where specific intervention is required, we use a range of evidence-based programmes and strategies, addressing the exact needs identified through careful ongoing assessment.

When considering SEND for pupils whose first language is not English, particular care will be exercised. Teachers will closely follow the pupil's progress across the curriculum to ascertain whether problems are as a result of the command of English or special educational needs. It could be necessary to make an assessment of their proficiency in English as a basis of planning additional support required. In addition, the school will liaise with other professionals should the need arise.

The SEND Code of Practice advocates a graduated response to meeting the needs of pupils with SEND. In circumstances where teachers decide that the pupil's progress is a cause for concern, the SENDCo is consulted. The SENDCo and teacher firstly will discuss and review the approaches adopted. This is an information gathering stage whereby pupils will receive additional support in order to ascertain if indeed the child has a Special Educational Need. After this period, the child is re-assessed and progress is evaluated to determine, in collaboration with the SENDCo, whether the child needs additional support through SEND provision (which requires that they are placed on the SEND register), or if the support provided helped the child to make improved progress towards their targets. In some cases, with agreement from the SENDCo, a child may continue at this monitoring stage, provided sufficient progress has been made in the initial stages that would suggest a further boost would help the child achieve the set targets.

Whether or not adequate progress has been made is the crucial determining factor of the need to provide additional support. The school will record the steps taken to meet pupils' individual needs, the class teacher being responsible for maintaining the records and ensuring access when required. In addition to the usual school records, the pupil's Individual Support Plan may include:

- School information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from parents
- Information from other agencies

The core of the teachers' work involves a continuous cycle of planning, teaching and assessing which takes account of the differences in pupil's abilities, aptitudes and interests. Most pupils learn and make progress in such situations. Pupils with SEND however may require an increased level of provision and support.

The SENDCo in collaboration with the class teacher will decide on the action required to assist pupil progress as a result of previous assessments. This action might be in the form of:

- Providing alternative learning materials and adaptations/specialist equipment
- Working as part of a small group, supported by the teacher
- Staff development/training to undertake more effective strategies
- Access to Local Authority support services or external specialists for advice on strategies or equipment or staff training

Individual Targets (ISPs)

At Heckington St Andrew's pupils with SEND have individual targets (recorded on an Individual Support Plan) that are reviewed termly (as a minimum). These targets are small, achievable steps that focus the children towards making progress. The targets are firstly set and reviewed with the children (where appropriate) by the class teacher. Review meetings (in line with usual parents' evenings, and an additional transition meeting in the summer term) take place at three points in the year as a minimum; targets are shared and discussed with parents/carers so that all stakeholders can contribute to the ISP. Should a parent/carer be unable to attend parent's evenings, the draft ISP will be sent home, with a covering letter inviting the parent to contact the teacher or SENDCo to discuss the ISP targets, should they wish to. In addition to this, pupils with an Education, Health and Care Plan (EHCP) will have their needs reviewed annually, (Annual Review) usually involving multi agencies. This is the formal review of the plan and its effectiveness. Some children may have formal diagnoses but require no additional provision within school beyond which is universally provided. These children would remain on a monitoring list but would not require an Individual Support Plan.

Pupil Passport

All children on the monitoring and SEND registers will have a pupil passport that clearly identifies their needs, accessible to any adult that works with a child. The pupil passport describes any specific conditions that the child may have and states: what helps them learn; what doesn't help them learn; and what specifics they require adults to do for them. The pupil passports are designed in conjunction with children and parents to ensure that the child's voice is captured accurately and to help families to understand and feed into the provision that is in place for their child.

Provision Mapping and Evaluation

A provision map is an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum. We use provision maps to show an overview of the programmes and interventions used with different groups of pupils. Our provision maps evaluate and show the impact interventions have had on pupil progress and they are updated termly.

The role of SENDCo

In collaboration with the Governing Body and Senior Leadership Team, the SENDCo determines the strategic development of the SEND policy. Other responsibilities include:

- Overseeing the day-to-day operation of the SEND policy
- Coordinating the provision for pupils with SEND
- Liaising and giving advice to fellow teachers
- Overseeing records of pupils with SEND, analysing and evaluating termly provision maps and evaluation
- Holding Annual Reviews for children with EHCPs
- Liaising with parents of pupils with SEND
- Making a contribution to staff training
- Liaising with external agencies, LA support services, health, social services and voluntary bodies
- Ensuring all people involved with teaching and supporting pupils with an EHCP are fully informed of the plan

The role of the Governing Body

The governing body has an important responsibility with regards to pupils with SEND, these include:

- Ensuring that the provision for SEND pupils is made and this is of a high standard
- Ensuring that an appropriately qualified teacher is appointed as SENDCo
- Ensuring that SEND pupils are fully involved in school activities
- Having a regard to the Code of Practice when carrying out responsibilities regarding SEND pupils

- Being fully involved in developing and the subsequent review of the SEND policy
- Reporting to parents on the school's SEND Policy

The role of the Head Teacher

The Head Teacher's responsibilities include:

- The day-to-day management of all aspects of the work of the school, the SEND provision and budget included
- Managing Teaching Assistants
- Keeping the Governing Body well informed of SEND within the school
- Informing parents of the fact that SEND provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents; ones that encourage parental involvement in their child's education

The role of Class Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher with regards to Special Needs, The teacher's responsibilities include:

- Ensuring that pupils with SEND make progress due to their sound knowledge of what the child needs to be successful, and delivering the quality first teaching and reasonable adjustments that a child requires
- Being aware of the school's procedures for the identification, assessment and subsequent provision for SEND pupils
- Collaborating with the SENDCo to decide what action is required to assist the pupils with SEND in making progress
- Working with the SENDCo to collect all available information on the pupil with SEND. This involves completing termly Individual Support Plans and Provision Maps to identify specific children's additional needs and also a provision evaluation to review progress and the impact of the intervention; evaluations are used to inform the next cycle of support
- Ensuring intervention is delivered and is appropriate to the child's needs, making sure accurate and evaluative records are kept on a regular basis to show progress and difficulties of the child
- Developing constructive relationships with parents
- Being involved in the development of the school's SEND policy

Partnership with parents

This school firmly believes in developing a strong partnership with parents and that this enables children and young people with SEND to achieve. The school recognises the parents' key role in the process and that they have much to contribute as they have a unique overview of the child's needs and the best way to support them.

"Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them." (C.O.P 2015)

The school considers parents of pupils with SEND as partners in the process and their contribution will be valued. Likewise, pupils will be encouraged to participate in the decision-making processes affecting them as pupils with SEND, depending on age and appropriateness.

The school will make available to all parents of pupils with SEND details of LIAISE (SEND Information, Advice and Support in Lincolnshire).

The school publishes on its website an SEN information report (information regarding policy and procedures for identifying and supporting pupils with SEND) so that it is made available to all current and prospective parents/carers.

In accordance with the Children and Families Act 2014, schools have a duty to publish information about:

- The arrangements for the admission of disabled persons as pupils to the school

- The steps taken to prevent disabled pupils from being treated less favourably than others
- The facilities provided to assist access to the school by disabled pupils. The act requires schools to 'make reasonable adjustments'
- Accessibility plan prepared by the governing body

Complaints procedure

This is outlined in the school's complaints procedure.

The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements and these can be explained to parents.

Links with external agencies/organisations

The school recognises the important contribution that external support services provide in assisting to identify, assess and provide for pupils with SEND.

When it is considered necessary colleagues from the following support services will be involved in assisting with pupils with SEND including:

- GPs
- Community Paediatricians
- Speech Therapists
- Physiotherapists
- Occupational Therapists
- Behaviour Outreach Support Service
- Working Together Team (autism outreach)
- Specialist Teacher Team
- Mental Health Support Team/Healthy Minds/CAMHS
- CASY Counselling

Request for Education, Health and Care Plans

The school will make a request for an EHC Needs Assessment to the Local Authority when it feels that despite an individualised programme over a period of time, the child is unable to meet their personalised targets and is not progressing. The school needs to be able to evidence that the child's needs require greater, targeted provision than the school can provide within its current means before it can request an EHC Needs Assessment. Requests for an EHC Needs Assessment may also be made by the parent or by referral by another agency.

Review

The school publishes an SEN information report, which is reviewed annually, on the website.

In evaluating the success of the SEND policy, the school will take into consideration the views of:

- Teachers
- Parents
- Pupils
- External professionals

Pupil progress is overwhelming evidence of the success of the SEND policy, and this will be analysed carefully through:

- *Consideration of the pupils' success and wellbeing*
- *Use of internal and external data*
- *Evidence generated from review meetings*

Relevant people within school that you may wish to contact to discuss this policy further:

Headteacher: Judith Bentley

SENDCo: Katie Lakins

SEND Governor: Sally Pinchbeck

Those mentioned above can be contacted with the following email address:

enquiries@heckington.lincs.sch.uk

Appendix

Universal Support/Quality First Teaching

Most children at some point in their education will have Additional Needs. For the majority this is addressed as part of normal classroom practice through quality first teaching and differentiated work which matches the learning task to the needs of the child. This is called Universal Support and happens in every class, during every lesson.

Targeted Support

Some children have Additional Needs that cannot be met through normal practices. They may require extra teaching or practise to consolidate learning and enable them to make progress. This is called Targeted Support and will involve the child having very specific learning targets and regular practice in lesson time or as homework. Examples of Targeted Support might include children working to overcome difficulties punctuating their writing or needing extra mental maths practise.

Targeted Support can be triggered through concern (supplemented by evidence) that despite receiving differentiated teaching the pupil/s:

- Make little or no progress, despite targeted teaching to the area of weakness
- Demonstrate difficulty in developing English or Maths skills
- Does not meet previous year group age related expectations and is missing essential learning objectives
- Show persistent emotional difficulties which are affected by behaviour management strategies

SEN Support

A minority of children will have Additional Needs that cause their progress in a subject to stall. They require tasks and approaches that are different to the rest of their class. This is called SEN Support and will usually include children whose progress is affected by their Additional Need. Examples include long term difficulties grasping essential building blocks in reading and maths such as phonics or number bonds. SEN Support intervention can be triggered through concern, supplemented by evidence and despite receiving differentiated teaching pupils:

- Still make little or no progress in specific areas over a long period
- Does not meet year group age related expectations for a number of year groups below their chronological age
- Continues to experience difficulty in developing English and Maths skills
- Has emotional problems, which often substantially impede pupil's own learning or that of the group, this despite having a Personal Support Plan
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- Has ongoing communication or interaction problems that impedes the development of social relationships, thus presenting barriers to learning

When external support services are approached they will require access to pupil's records in order to understand the strategies employed to date and targets set and achieved. The external specialist could provide specialist assessments and advice and possibly work directly with the pupil. Teachers and Teaching Assistants will incorporate specialist strategies. If additional information is required, parental consent will be required.

EHCP Needs Assessment

For the minority of pupils, it might be appropriate to apply for an Education, Health and Care Plan. The school will apply for an assessment of the children's needs where they are significant, and despite school's best efforts, with specialist support and continued intervention over time, the child continues to make little to no progress. An EHCP will be requested by school when the school feels that a child's needs cannot be met within the school's current offer and more funding is required in order to do so. Parents can apply for an EHCP needs assessment to take place at any time.

In order to carry out the Needs Assessment the school will have information available from the following:

- *The action followed with respects to Targeted and SEN Support*
- *The pupil's records of regular target reviews undertaken and the outcomes*
- *Information on the pupil's health and relevant medical history*
- *Age related English/Maths attainments*
- *Other relevant assessments from specialist i.e. Specialist Teachers*
- *The views of both parents and child*
- *Any other involvement by professionals*
- *Social services/educational welfare service*

An Education, Health and Care Plan will normally be provided in situations where after an assessment the LA considers that the child's needs are such that additional provision is required to that which the school is able to offer.

The EHCP issued will include details of targets set for the pupils, these will be:

- *Short term in nature, established through parental/pupil consultation*
- *Set out in a personalised plan*
- *Implemented in the classroom setting*
- *Delivered by the class teacher/TA*

ANNUAL REVIEW

The school will review the EHCP annually and the SENDCo/Head Teacher will invite:

- *The child's parent*
- *The relevant teacher/teaching assistants*
- *Any other person the LA considers appropriate*
- *Any other person the SENDCo/Head Teacher considers appropriate*

The aim of the review will be to:

- *Assess the pupil's progress in relation to targets outlined*
- *Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic English/Maths and life skills*
- *Consider the appropriateness of the existing plan in relation to the pupil's performance during the year and whether or not to cease, continue or amend the existing plan*
- *Set new targets for the coming year when the EHCP is to be maintained*

The Year 5 review will indicate the provision that will be required at secondary stage. In the Summer Term of Year 5, the SENDCo of the secondary school will be invited to attend a review, thus enabling the receiving school to plan appropriately for the new school year and also to give parents the opportunity to liaise with secondary colleagues.