

<b>Helpringham Primary School</b>	
<b>Document Name</b>	<b>SEND Policy</b>
<b>Date Reviewed</b>	<b>September 2018</b>
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*We want all our pupils to experience success in everything that they do as part of the school family and we aspire for them to maximise their full potential.*

**Legislative framework:**

Helpringham Primary School SEND policy is for young people with special educational needs and/or disabilities and is governed and written to comply with the statutory frameworks and policies set out in:

- SEND Code of Practice 2014
- 2014 Children and Families Act
- Keeping Children Safe in Education 2014
- Equality Act 2010
- Health and Social Care Act 2010
- Schools SEN information report regulations [2014]
- Statutory guidance on supporting our school with medical conditions.[2014]

**Safeguarding**

This policy has been written with reference to our safeguarding policy.

**SEND Code of Practice 2014 [0-25]**

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.
- School Action and School Action Plus have been replaced by four categories of need. All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENCO.
- There are four broad categories of SEN:
  - communication and interaction
  - cognition and learning
  - social, emotional and mental health
  - physical and sensory.

The 2014 Code of Practice says that:

*A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

(Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv)

## **Introduction**

High quality teaching is that which is differentiated to meet the needs of the majority of children. Some children will need learning additional to and different from what is provided for the majority of children; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

This SEND policy details how Helpringham Primary School will ensure that the necessary provision is made for any pupil who has special educational needs.

Pupils have special educational needs if they have a difficulty which calls for special educational provision to be made for them e.g. which is additional to or different from differentiated curriculum plans. Helpringham Primary School regards pupils as having a SEND if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age.
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for pupils/young people of the same age in schools within the area served by the LA.
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill).

Pupils will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The staff and governors of Helpringham Primary School will work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of the school community in providing positive whole school approaches towards the learning, progress, self- esteem, confidence and achievement of SEND pupils.

## **The Role of the SENCO**

The Special Educational Needs Co-ordinator is Mrs C Nickols.

In collaboration with the Headteacher and Governing Body, the SENCO will determine the strategic development of the SEND policy and provision at Helpringham Primary School with the ultimate aim of raising the achievement of pupils with SEND by:

- Collaborating with partner schools to maximise expertise, resources and mutual support.
- Liaising with and advising colleagues on all matters relating to SEND.
- Contributing to the continuing development and training of school staff.
- Overseeing the review and maintenance of Statements or EHC Plans and records for all SEND pupils.
- Overseeing the day-to-day operation of the school's SEND Policy.
- Co-ordinating provision for SEND pupils.
- Organising and maintaining the records of all SEND pupils.
- Liaising with parents/carers of SEND pupils in co-operation with class teachers.
- Liaising with secondary schools when SEND pupils leave at the end of Year 6.
- Liaising with external agencies including the LA officer with responsibility for SEND and external agencies as detailed in our local offer.

Initial enquiries about a child's progress should be made with the class teacher and a meeting with the SENCO can be arranged through the school office.

Every teacher is responsible and accountable for all pupils in their class wherever or with whoever the pupils are working with. Teaching and supporting such pupils is therefore a whole school responsibility requiring a whole school

response. Meeting the needs of SEND pupils requires partnership working between all those involved – Local Authority, school, parents/carers, pupils and all other agencies.

As an integral part of SEND provision we will ensure:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To ensure that every child experiences success in their learning and achieves to the highest possible standard.
- To enable all children to participate in lessons fully and effectively.
- To value and encourage the contribution of all children to the life of the school.
- To work in partnership with parents.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.
- The SENCO maintains a confidential register of all pupils with special educational needs.
- There is a smooth transition at each stage of education for pupils.

### **Identification, Assessment and Provision of SEND**

Helpringham Primary School will have regard to the SEND Code of Practice 2014 when carrying out its duties towards all SEND pupils and ensure that parents/carers are informed by the school that SEND provision is being made for their child and are fully involved.

### **Graduated response**

Helpringham Primary School will adopt a graduated response to meeting special educational needs. This requires the initial use of classroom and school resources before bringing specialist expertise, if required, to support with the difficulties that a pupil may be experiencing. The school will intervene as described below. Such interventions are a means of helping Helpringham Primary School with parental support to match special educational provision to the needs of the individual child.

### **Early Concerns**

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used.

### **Single Category of SEN – Special Education Needs Support (SENS)**

The new Code of Practice 2014 identifies difficulties from the following SEND categories

#### **Communication and interaction needs include:**

- Speech, language and communication needs (SLCN), and
- Autistic spectrum disorders (ASD)

#### **Cognition and Learning Needs include:**

- Dyslexia
- Dyspraxia
- Dyscalculia
- Moderate Learning Difficulties
- Global developmental delay

### Social, Emotional and Mental Health needs include:

- ADHD, ADD, Attachment disorders, emotional difficulties, mental health difficulties

### Sensory and physical needs include:

- Visual impairment (VI)
- hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Physical disability (PD).

### **Identifying children at SENS (SEN Support)**

When a pupil is identified as needing provision additional to or different from those lessons provided as part of normal class activities involving Quality First Teaching, it will trigger the intervention of the SENCO. A referral form will be completed from the class teacher to the SENCO. This will be supported by evidence of the further additional support already completed in class, about a child who despite receiving differentiated learning opportunities:

Makes little or less than expected progress given their ages and individual circumstances even when teaching approaches are targeted particularly to a young person's identified area of concern characterised by progress which is:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment or progress in some curriculum areas.
- Presents persistent emotional difficulties which are not effectively minimised by the approaches used by the school resulting in expert advice being required.
- 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.
- Makes slow progress in developing literacy and mathematics skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the young person's own learning or that of the class groups, despite having behavioural support.
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service.
- Has a communication and/or interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.

The SENCO may organise for further assessments to be completed by the child but support for them will be discussed with parents and if required, action taken. The school does not offer diagnosis or complete assessments needing to be completed by an expert – e.g. formal assessments for dyslexia, ASD, ADHD. Parents are advised to contact their GP in these circumstances or the appropriate body but the school may recommend that they be placed on the Register and given appropriate support for their area of need.

As the result of an Individual Education Plan (IEP) review meeting the decision may be taken by the school in consultation with the parents/carers and young person, to involve external support agencies.

These agencies will provide advice on setting appropriate targets and the use of new or specialist strategies or materials. They may administer more specialist assessments that can inform the planning and measurement of the young person's progress. In some cases they will provide the support for particular activities.

The triggers for outside agency support could be that despite receiving support within school the young person:

- Continues to make little or no progress in specific areas over a long period.
- Continues working substantially below age related expectation.

### **Working with Parents and Children**

We aim to have good and informative relationships with all of our parents and believe the support that parents can provide both at home and school is crucial to the ongoing progress of any child. If a child is experiencing difficulties, parents will be informed.

### **Pupil Voice**

Pupils are invited to submit their views as part of their ongoing review as well as to attend reviews themselves. We are keen for all pupils to contribute to the setting of their own targets and strategies.

Once a child has been identified as having SEN, the class teacher will invite the parents to a meeting to agree a plan and provision for the pupil's next steps. This will contribute to the cycle of 'Assess, Plan, Review, Do' required in the code of practice 2014. Records of these meetings are kept and copies are available to parents.

Thereafter, parents – and children- are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term.

We hope these effective arrangements will mean that parents are satisfied with provision but should parents have concerns they are encouraged to discuss them. In the event of any further concerns a further complaints procedure will be adopted.

### **Assess, Plan, Do and Review**

SEND support in school is based on four types of action – ASSESS, PLAN, DO & REVIEW

#### **Identification & Assessment**

SEND pupils may be identified through:

- the teachers' observations and assessment
- SEND areas of need (see SENCO)
- Standardised assessments (Baseline, SATs, etc.)
- progress checklists
- target setting and review
- parental/carers concerns or the pupils own observations or by external agencies.

#### **Plan**

Where it is decided to provide a pupil with SEN Support, the parents must be notified. The teacher and the SENCO will agree in consultation with the parent and the pupil the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. This is recorded and signed by the teacher and parent.

#### **Do**

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, the teacher should still retain responsibility for the pupil, working closely with LSAs or specialist staff involved, to plan and assess the impact of interventions. The SENCO will support the class teacher in further assessment of the child's particular strengths and weaknesses, advising on the effective implementation of the support.

### Review Process

The Plans will be reviewed at least three times a year, with input from the SENCO, pupil, parent/carer, Teachers and if available an LSA and outside agencies (if applicable).

Pupils with an Education, Health and Care Plan [EHCP] will have short term targets which will have been established after consultation and will include targets identified in the statement of SEND. These targets will be set out in the EHC and be implemented in the classroom setting.

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

If a young person continues to demonstrate significant cause for concern despite interventions at SENS, the school and parents may apply for the child to be assessed for an EHC Plan.

This will decide the nature of the provision necessary to meet the young person's SEND. Where a request for a statutory assessment is made to Lincolnshire County Council SEND team, the pupil will have demonstrated significant cause for concern and the school will need to provide written evidence such as:

- The schools current provision
- EHCP
- Records of regular reviews and their outcomes
- The pupil's health including the pupil's medical history where relevant
- Attendance information
- National Curriculum attainments in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents/carers
- Involvement of other professionals' e.g. social services, EWO or G.P.

The school will collate this information and a meeting will also be held with parent/carers, pupils, external professionals and school staff to ensure that all agree the application being made.

The delivery of the interventions will continue to be the responsibility of the class teachers. All EHC plans will be reviewed annually with the review taking place in school. The parents/carers, the young person and involved professionals will be invited to consider the progress made by the young person in achieving targets set and whether any amendments need to be made to the statement.

All pupils will participate as appropriate in their reviews. They may:

- Attend their review meetings
- Offer their opinion and advice in the setting of targets
- Discuss their achievements/concerns/issues in advance of the review meeting with parents/carers or others as appropriate.

The SENCO, class teachers and LSA's [if applicable] will then discuss the outcome of the in-school review and submit the relevant information to the Local Authority. The Annual Review at the end of KS2 will give clear recommendations as to the type of provision required at secondary school.

## **Teaching and Learning**

We believe in an inclusive approach to learning. Our aim is for all children to be working independently, in class, reaching their potential. Children with SEND are entitled to be taught as far as possible by their teacher and teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

When allocating LSA support our focus is on enabling the child to achieve their potential.

The school has a range of interventions available and when considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child. Targets for children at SEND are set in order to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards achieving the targets during the intervention- and by the SENCO who monitors overall progress after the intervention. Interventions are planned through individual targets and progress towards these targets are assessed and recorded regularly. A decision is then made as to whether to continue the intervention, to introduce a new intervention or to allow a period of consolidation in class.

Helpringham Primary School is disability friendly as detailed in our local offer.

Adaptations to the physical environment will be made if needed to accommodate children with disabilities as this supports our inclusive ethos.

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

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND and suitable risk assessments would be put in place.

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

Challenging or disruptive behaviour itself is not classified as an SEN but may reflect underlying mental health or learning difficulties, ADHD, ADD or attachment disorder. If a child shows consistent concerning behaviours, the class teacher will monitor the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) the school will work with the family to complete an Early Help Support Assessment and support the child through that process.

All children's behaviour is managed and supported in line with our Behaviour Policy. The school has a zero-tolerance approach to bullying. We will actively investigate all concerns and if necessary work with all children involved to help them reflect and improve on their social behaviour.

## **Transition Arrangements**

### **Transition into and within school**

We understand how difficult it is for children and parents as they move into a new class or a new school and do all we can, according to the individual needs of the child, to make transitions between classes- including from the nursery- as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the new classroom environment.
- Opportunities to take photographs of the classroom environment

### Transition to Secondary School

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. The secondary school SENCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

### **Early Years**

Children in Early Years receive support and guidance if they have a learning difficulty and they are provided with a range of strategies in order to progress. Early Years staff will offer interventions that are 'different from' or 'additional to' those provided as part of the Early Years usual working practices. Staff will keep parents informed and draw upon them for additional information. If the SENCo, Early Years staff and parents feel that the child would benefit from further support, the SENCo will then take the lead in further assessments of the child's needs.

### **SEND Funding**

Funding for SEND pupils is included within the whole school block funding

### **The Role of the Governing Body**

#### **SEND Governor – Mrs Christine Breckon**

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The Governor with responsibility for SEND meets with the SENCO at least termly to discuss implementation of the SEND policy and reports regularly given to the Full Governing Body.

### **SEND Information**

The school will ensure that the SEND information is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEND (local Offer).

The information published, will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required should include:

- Identifying children and young people with SEN and assessing their needs.
- Assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review.
- Supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.
- Adaptations to curriculum, teaching and the learning environment and access to ancillary aids and assistive technology.
- Securing expertise among teachers or other professionals to support children and young people with SEN.
- Assessing and evaluating the effectiveness of the provision they make for children and young people with SEN.



- Enabling children and young people with SEND to have access to facilities and extra-curricular activity available to all children in the setting.
- Supporting and improving emotional and social development, including extra pastoral support arrangements.
- Listening to the views of children and young people with SEND

### **Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.