



Special Educational Needs and Disability Policy

2016
First draft March 2015
Second draft October 2016
To be reviewed October 2017

Compliance:

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013

SEND code of Practice 0-25 (2014)

Schools SEN Information Report Regulations (2014)

Statutory guidance on Supporting pupils at school with medical conditions (April 2014)

The National Curriculum in England Key Stage 1 and 2 Framework document (September 2013)

Hucklow Safeguarding Policy

Accessibility Plan

Teachers Standards 2012

This Policy was created by the School Special Educational Needs Coordinator (SENCO) in partnership with the Senior Inclusion Manager and SEN Governor in liaison with the Senior Leadership Team (SLT) and staff. A focus group of parents of pupils with SEND and pupils were involved in the co-production of the policy in the spirit of current reform.

Name of SENCO: Nicola Worrall , National Award for SEN qualification

Contact: via the school office

At nursery:

Name of SENCO: Nicola Waller

Contact: via the nursery office

Advocate for SEN on SLT: Jane Irwin, Senior Inclusion Manager.

Introduction

We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

We believe that all pupils can achieve and reach their full potential and we strive to create a sense of community and belonging for all our pupils.

At Hucklow Primary School we believe that every teacher is a teacher of special needs. We recognise that it is the teacher's responsibility to meet the needs of all the children in their class through teaching style, differentiation, organisation, resources and use of support. If pupils do not make expected progress, despite receiving targeted teaching at a pupil's identified area of need then this pupil may be identified as having Special Educational Needs and Disabilities (SEND).

Aim of the SEN Provision

Hucklow Primary School aims to provide **every child** with access to a broad and balanced education relevant to their needs.

Objectives of SEN Provision

- to ensure all children with SEN are valued by staff and pupils and feel included in all aspects of school life.
- to identify the needs of pupils with SEND as early as possible.
- to provide for the identified needs.
- to use rigorous, on-going assessment to identify needs and track progress.
- to promote self-esteem and self-confidence in all children.
- to work closely with parents in the process of identifying need, planning and reviewing provision and progress.
- to liaise effectively with outside agencies in supporting and meeting the needs of children with SEN.
- To provide SENCo who will be responsible for ensuring that the school is delivering provision in line with the SEND Code of Practice, 2014.
- To provide support and advice for all staff working with children with SEND.

Identification of Special Educational Needs:

Every child is individual. They all develop and learn at different rates. This means that good Wave 1 teaching, using different methods/styles supports individuals and groups of pupils. All planning, teaching, assessment and evaluation takes into account the wide range of abilities, aptitudes and interests of the pupils. Most children benefit from these different approaches and make good progress, whilst other children may require more support.

If parents or school are concerned that a child is not making adequate progress (social or academic) it is possible they may have additional needs or special educational needs. For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All staff are alert to emerging difficulties and refer early to the Inclusion Team. In particular, parents know their children best and it is important that parental concerns are listened to and understood. Any concerns raised by pupils themselves are also noted.

We believe that identifying additional needs at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) 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 in mainstream schools or mainstream post-16 institutions.

A child under compulsory school 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.

Children must 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.

Other factors which may impact on progress and attainment but are not SEN include: attendance and punctuality, being in receipt of Pupil Premium, being a Looked After Child, behaviour.

Disability alone does not constitute SEN. The code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under the current disability Equality legislation.

SEN is considered as falling into four broad categories. Where a Special Educational Needs is identified school will identify which of the 4 categories best describe a child's needs. The purpose of this is not to fit the child into a category but to help all those involved in the provision for that child to ensure that what is done is well matched to need.

The four broad categories of SEN are:

1. Communication and Interaction

Have difficulties in one or more of Speech, Language and Communication needs (SLCN). This can include pupils with Autism/Asperger's.

2. Cognition and Learning

Severe Learning Difficulties (SLD) – significant intellectual or cognitive impairment. Require support in all areas of the curriculum and to become independent.

Moderate Learning difficulty (MLD)

Profound and Multiple Learning Difficulties (PMLD) – severe and complex learning difficulties plus significant physical or sensory impairments. Require a high level of adult support for education and personal care.

Specific Learning Difficulty (SpLD) – has difficulty with one or more aspects of learning (dyslexia, dyspraxia, dyscalculia, dysgraphia). A discrepancy between achievement and intellectual ability may indicate SpLD

3. Social, Mental and Emotional Health

This could include pupils with anxiety, depression, oppositional behaviour, aggression, self-harming, eating disorders.

This category can also include pupils with ADHD, ASD or Attachment issues.

4. Sensory and/or Physical

Visual Impairment (VI)

Hearing Impairment (HI)

Multi-Sensory Impairment (MSI) – combination of VI and HI.
Physical Disability (PD)

Graduated approach to SEN support

Access to quality first teaching

- All pupils are regularly assessed and progress tracked. Any pupils who fall significantly below age related expectations or who are failing to make progress are monitored. This is through ongoing class assessment, pupil progress meetings. Structured conversations and parent consultation meetings.
- If a child has been identified as having possible SEN, the class teacher will ensure appropriate action is taken to further differentiate tasks appropriately, identify areas for gap teaching and access to intervention or additional support as well as put appropriate strategies in place.
- Parents are consulted and information shared both ways.
- The SENCO/Inclusion team may be consulted through phase meetings and Pupil Progress meetings where an initial cause for concern will be noted. The SENCO may also observe the child in class and/or provide support and advice.
- At this stage a child may be placed on the 'monitoring' list but not on the SEN register.

SEN Support

- The Code of Practice (2014) suggests that pupils are only identified as SEN if they have not made adequate progress despite having access to good quality first teaching and adjustments and interventions have been put in place. Therefore, if the strategies put in place have not shown impact then it may be decided, along with discussion with parents, to place the child on the SEN register using the new category 'SEN Support'
- The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and to remove barriers to learning. The process will take the form of a four part cycle: Assess, Plan, do, Review
- This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

- Within this cycle, it may be decided that assessment by an outside professional is needed to help identify more specific SEN needs, to identify useful strategies and support that will be required to help to remove barriers and help the child to progress.

The Termly SEN cycle

The termly cycle follows the recommendations set out by the Government and follows a process of: Assess, Plan, Do, Review.

At Hucklow, all pupils are assessed each half term and their progress is reviewed at half-termly pupils progress meetings. If a pupil is not making progress, plans are put in place to support pupils and any additional intervention is shown on the school Provision Map.

All pupils on SEN support have an Individual Education Plan (IEP), which at Hucklow takes the form of a Structured Conversation. The Structured Conversation record will include information about:

- academic progress and attainment
- the short-term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes from previous targets

The Structured Conversation record will usually record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents.

Structured Conversations will be held termly and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the new targets.

All pupils on SEN Support will also have a One Page Profile which the pupils will be involved in completing. This includes information such as what is important to the child, likes, how he/she can be supported, hopes and dreams. This will be reviewed termly and as part of the structured conversation process.

For the pupils with the most complex needs a My Plan will be completed involving parents and professionals involved with the child. This will usually be for those where it is likely that a request for an Education, Health and Care plan (EHCP) may be required. The My Plan will incorporate the One Page profile, information from parents about their hopes and dreams for their child and how they feel their child can best be supported, strengths and areas for development and some longer term targets. The My Plan will be reviewed at least termly.

Education, Health and Care Plans (formerly Statement)

In some cases a child may not make significant progress at SEN Support. If evidence shows that there is significant cause for concern despite action already taken by the school, the school or parents may request an assessment for Education, Health and Care Plan. This is only appropriate for a small number of children.

The My Plan document will be used as the means by which a request to assess is made. The reviewed My Plan will be sent to the LA, accompanied by supporting evidence.

After a request for EHCP assessment has been made the Local Authority has 6 weeks in which to decide whether to proceed with the EHCP or not. If EHCP is declined there is a 6 week period in which there is a right to appeal. If assessment for an EHCP is approved further evidence is required to be submitted to the Local Authority. This evidence includes information from Educational Psychologists and other specialists who work with the pupil.

EHCPs will be reviewed annually by the SENCO, who invites all key professionals and parents. A report is then provided to the LA reporting on key issues and progress towards long and short term targets. Annual Reviews should be a multi-agency conversation about meeting pupil needs. If pupils make sufficient progress an EHCP may be discontinued by the LA. Year 5 Annual Reviews prepare pupils for transition to their next educational setting.

Under the revised SEN Code of Practice, Statements of SEN are being replaced by Education, Health and Care Plans by April 2018. EHCP's will need reviewing annually and will support children up to 25 years old. Any remaining Statements of Educational Need are being converted to an EHCP in line with Local Authority policy. Currently this is to hold a Conversion Meeting for those who are approaching a transition point, for example in Year 6.

Partnership with outside agencies:

Where a child continues to make little or no progress, despite support matched to their area of need, external support may be sought. External support plays a vital role in helping the school identify, assess and allocate provision for pupils with SEN.

The involvement of any outside specialists would always be done with the consent of parents/carers.

Outside agencies we have involvement with are:

- Educational Psychologist - yearly planning meeting, half-termly drop in meeting and a termly consultation meeting.
- Multi-Agency Support Team (MAST)
- Ryegate Children's Centre
- Learning Support Teacher for the Fir Vale Family of Schools
- Speech and Language Therapy – NHS
- CAMHS
- School Nurse – via MAST
- Sheffield Children's Hospital

- Autism Team
- Hearing Impairment Team
- Visual Impairment team
- Social Care Services

Criteria for exiting the SEN register

If a child makes good progress and strategies put in place help to remove the barriers to learning, it may be decided that a child no longer requires additional support over and above access to quality first teaching and differentiated learning. This will be discussed at pupil progress meetings and would be discussed at a final Structured Conversation so that parents and pupils may contribute to the decision to remove the child from the register.

Supporting Pupils and Families

- Hucklow operates an open door policy and parents are always welcome to discuss concerns with teachers, SENCO and Inclusion Manager.
- As and when necessary school offers drop-ins and workshops for parents.
- Hucklow has contributed to the LA Local Offer and parents can find links to this on the school website.
- The School SEN Information Report can be found on the school website.
- Where pupils with SEN require additional arrangements for exams this is applied for by the Y6 phase leader and Head of School.
- At Hucklow we have very good links with our local secondary school and careful transition planning takes place for all pupils. Additional visits are arranged for our pupils with SEN where this is felt to be necessary and to ease their transition. For pupils with a statement, a member of staff from the receiving secondary school is invited to the Year 6 Annual Review.
- All pupils visit their new classes prior to moving up to the next class. Where extra visits are needed alongside familiar adults this is facilitated.
- Pupils transferring from another school are invited to visit prior to starting. There is careful liaison with parents and previous school to ensure any additional needs are known and planned for.

Admission Arrangements:

- We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs.
- All children with SEN play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary the parents/carers are always informed.
- No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Supporting pupils at school with Medical conditions

- At Hucklow we recognise that pupils at school with medical conditions are supported so that they have full access to education, including school visits and PE.
- Some pupils with medical needs may also have Special Educational Needs and may have or require an Education, Health and Care plan which will bring together their health, social care and Educational needs and the SEND Code of Practice (2014) is followed.
- This policy should be read in conjunction with our policy on Supporting Pupils with Medical Conditions in School.

Monitoring and Evaluation of SEND

At Hucklow we regularly monitor and evaluate the quality of provision for SEND pupils.

This is carried out through:

- Ongoing evaluation and feedback by class teachers and SENCo.
- Pupil progress meetings.
- Termly data analysis. Pupils making slow progress are identified and the SENCo will ensure that intervention and support matches need. Changes to provision are made where needed.
- Updating and moderation of the Sheffield Support Grid.
- Through termly monitoring the impact of interventions through data analysis.
- Through Structured Conversations where the views of parents and pupils (where appropriate) are sought.
- The Assess, Plan, Do, Review cycle.

Training and Resources

- All staff will be involved in further training to develop Inclusion/SEN practice in line with the priorities identified in the School Development Plan.
- We have regular staff meetings where Inclusion/SEN issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information and legislation.
- Staff attend training delivered by outside agencies as required.
- The SENCo attends relevant training and conferences and disseminates the details to all the staff as is appropriate
- The SENCo attends the Local authority SENCO network briefings in order to keep up to date with local and national updates and developments in SEND.
- There is an induction procedure for NQT's and other new staff to the school's policy and procedures for SEN.
- Regular TA training takes place in school.
- At Hucklow we organise a termly cycle of Team Teach Training delivered by an outside provider which is also made available to other local schools
- Resources are purchased that are required for Interventions or to support children's learning. These are carefully monitored to ensure their correct use and to identify the need to purchase further resources.

- The SENCo attends the Family of Schools Exceptional Needs meetings where joint working enables sharing of resources, training and support.

Sheffield Support Grid

As part of city wide 'new ways of working', the SENCo completes the Sheffield Support Grid for the pupils with higher levels of need, particularly those on band 3, 4 or 5 on the grid. Working with the inclusion manager and class teachers, pupils are banded according to their area of need, their level of need and the level of provision. The grid gives an outline of the level of support needed to meet need, this also supports staff to provide that which is necessary to remove barriers and support learning for all pupils.

This is a rigorous process that involves evidencing provision through personal timetables, provision maps, structured conversations and personal learning plans. The levels are then moderated across our Family of Schools and then across the Locality.

The moderated level is used as part of the process to identify the level of funding that is given to school by the Local authority.

Roles and responsibilities:

- The SENCo,(Special Educational Needs Co-ordinator)will liaise with the Inclusion Manager and both will lead and manage SEN throughout school.
- The SENCo is responsible for:
 - overseeing the day-to-day operation of the SEN policy
 - co-ordinating provision for children with SEN
 - ensuring there is liaison with parents and other professionals in respect of children with SEN
 - advising and supporting other practitioners in the school
 - contributing to the CPD of the staff
 - ensuring that appropriate IEPs are in place, that relevant background information about children with SEN is collected, recorded and updated
 - ensuring that pupils with SEN have a One Page Profile
 - keeping the Sheffield Support Grid updated and involvement in the moderation process
 - gathering information and writing the My Plan document for identified pupils with input from other staff members
 - Requesting formal assessment by the Local Authority
 - Facilitating termly reviews for pupils with SEN and Annual Reviews for pupils with a Statement or EHCP
 - liaising with external agencies including the LA, Educational Psychology services, health and social services, and voluntary bodies
 - updating and monitoring the school provision map
 - updating the SEN policy and evaluating with relevant parties

- All staff are responsible for children with SEN and the school works as a team to support children with SEN.

The role of the governing body:

- The governor with responsibility for SEN is Usma Saeed.
- The governing body should:
 - ensure that provision is made for pupils who have SEN
 - ensure that the needs of pupils with SEN are made known to all who are likely to teach them.
 - ensure that teachers are aware of the importance of identifying, and providing for, those children with SEN
 - consult the LA and the governing bodies of other schools, when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
 - ensure that a pupil with SEN joins with all pupils in the activities of the school together, so far as is reasonably practical and compatible with their SEN provision their learning needs, the efficient education of the pupils with whom they are educated and the efficient use of resources
 - report to parents on the implementation of the school's policy for pupils with SEN
 - have regard to the Code of Practice when carrying out its duties to pupils with SEN
 - ensure that parents are notified of the decision of any extra provision being made for their child
 - Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.
 - The quality of SEN provision is continually monitored, evaluated and reviewed. A report on the implementation of the SEN policy is issued annually and sent to parents.
 - SEN provision is an integral part of the School Development Plan.

Designated Safeguarding Lead: Jane Irwin

Member of staff responsible for managing funding for PPG/ LAC: Jane Irwin

Member of staff responsible for ensuring that the needs of pupils with medical needs are met: Sharon Buttery

Management of SEN within the school:

- Parents will always be kept informed of any additional or different provision being given and invited to contribute to and attend any review meetings about their child.
- Children/pupils who make slower progress will be given carefully differentiated learning opportunities to help them progress with regular and frequent careful monitoring of their progress, which will involve the parents/carers and children in working in partnership with the school.

- All children will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved:
 - Setting suitable learning challenges
 - Responding to pupils' diverse learning needs
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- We aim to recognise strengths as well as weaknesses and try to involve all children in the activities of the school.
- Early identification, assessment and intervention are recognised as the key to meeting the needs of the individual children.

Partnership with parents:

- The school is committed to involving parents/carers whenever it is practically possible. This is a commitment to all parents but is especially important in the case of those whose children are identified with SEN. This is reflected through structured conversation where parent opinion is sought and targets are generated together.
- Parents are included in all social events, curriculum workshops and informal meetings and parent learning courses.
- Resources are provided by the Inclusion Team or class teachers to support children at home.
- Parents/carers are notified early if we have any concerns, and parents are encouraged to discuss their concerns about their children.
- We share information with parents/carers by informal conversations and individual meetings.
- Parents/carers of children who have a Statement or EHCP are invited to annual review meetings.
- Parents/carers of pupils on SEN Support are invited to structured conversation meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.
- For those pupils whom a My Plan is appropriate parents are fully involved in the process.
- Parents/carers are encouraged to use the Parent Partnership Service for support and advice or to bring an appropriate relative/friend to meetings if they wish to do so.
- We promote a culture of co-operation between child, parents and school. This is important in enabling anyone with SEN to achieve their full potential.
- We respect the differing perspectives of all parties concerned with children with SEN and seek constructive ways of reconciling different viewpoints.
- We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers and provide support and translation where necessary.

Pupil participation:

- Children have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views

of the children in school are given due weight according to their age, maturity and capability.

- Pupils participate where possible, in all the decision making processes, including setting targets and contributing to their Structured conversation, discussing their choices, assessment of needs and in the review procedures.
- Pupils will be supported to contribute to their One Page Profile and My Plans.

Storing and Managing Information

- All information is treated as confidential. SEN pupils all have an SEN file which is stored in a locked cabinet.
- Any confidential information that is no longer required is shredded.
- When pupils leave our school their file is sent to their new school and a copy is kept and archived.

Accessibility

- Parts of the school are accessible to wheelchair users and there are two disabled toilets.
- For the visually impaired, railings are painted white and the steps are painted yellow.
- There are a lot of visual aids around school and in classrooms, including visual timetables. Communicate in Print is widely used on labels and signs around school.
- Classrooms are fully carpeted to reduce background noise.
- Where needed, children are provided with a quiet place to go. There is a sensory room and space can be made available for those who may need to eat somewhere quiet. Access to these areas of provision may form part of a personalised learning plan or care plan and will have been agreed by the child, parents and staff.
- When specialist equipment is identified by specialist services school will work with the service to provide equipment needed.
- School is fully secured by a fence and gates which are locked and there is a security procedure in place. There are high handles on the doors in the Early Years Foundation Stage and Year 1 classrooms.
- Hucklow Nursery is fully accessible.

At Hucklow we take every possible step to ensure that pupils have their needs met, whatever their need.

Bullying

The SEND policy should be read in conjunction with the Anti-bullying Policy. The values and beliefs underlying this policy are encapsulated by the following statements of purpose:

- All bullying is unacceptable, regardless of who bullies or how it is delivered or what reasons are given to justify bullying actions.
- Hucklow Primary School recognises the detrimental effect on children who may be subjected to bullying and will work actively to minimise the risks of bullying.
- Victims of bullying should be treated in a supportive manner and their support should not be regarded as a burden to staff and peer groups.

- The harmful effect on educational performance which can be caused by bullying is recognised. Hucklow Primary School is committed to combating all bullying behaviour in partnership with the relevant agencies.
- Children who bully need to change their behaviour (It is the behaviour not the person that is condemned) and they too will need support.

Procedures for concerns:

- We endeavour to do our best for all children but if there are any concerns we encourage those concerned to approach the class teacher in the first instance. Concerns may also be raised with the SENCo, the Inclusion Manager or the Head Teacher/Executive Head
- Parents/carers are informed about the Parent Partnership Service so that they can obtain support, advice and information if they wish. Details can be obtained in school or from the LA local Offer website.
- If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Head teacher. The Chair of Governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved.

Reviewing the SEN Policy

This policy will be reviewed annually and in line with any changes and updates at local and national level.

