



Hague Bar Primary School

Special Educational Needs Policy Nov 17

SEN Information Report

As a school we are mindful of and comply with expectations of the SEND Code of Practice (June 2014) and the Equality Act (2010) as shown in our Child Protection Policy, SEND Policy, Equality policy and Accessibility plan.

We use different interventions and approaches to address specific areas of need and would look carefully at your child's individual needs when deciding how best to support your child. ALL our staff are experienced and well trained in many aspects of Special Educational needs and educational interventions.

Our Special Educational Needs Policy gives more information on how we support children with Special Educational Needs in our school. Please see our new SEND policy attached. More information on support available within Derbyshire can be found on the Derbyshire Local Offer.

Special Educational Needs Policy January 19

This policy was written in consultation with stakeholders including children, parents, staff and governors. The day to day implementation of this policy is led by our Inclusion Coordinator (INCO) Sue Garside. However, it is the responsibility of the Headteacher/SENDCO, Sue Kennedy to ensure that it is implemented. The governors with responsibility for Special Educational Needs are Janet Hill and Sarah Butterworth.

This policy should be read in conjunction with all our policies which relate to inclusion, including the Disability Equality Scheme, the Accessibility plan, Behaviour Management, Equal Opportunities, Anti-Bullying, Child Protection and Safeguarding children in Education (DfE).

It is our vision to create a happy and stimulating learning environment in which all members of the school community can grow in self-esteem and develop to their full potential as individuals in a diverse society.

At Hague Bar Primary School we value the abilities and achievements of all our pupils, and we are committed to providing, for each pupil, the best possible environment for learning. Inclusion is at the heart of our school ethos and the needs of children with Special Educational Needs are reflected in our School Improvement Plan.

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Next review: January 2020

Inclusion statement

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

This policy builds on our School Inclusion ethos, which recognises the entitlement of all pupils to an enterprising, balanced and broadly based curriculum. Our SEN policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN.

Aims and Objectives of this Policy

- To reach high levels of achievement for all
- To be an inclusive school
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need
- We recognise that many pupils will have a special need at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Admission Arrangements

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision in line with Derbyshire County Council's admission policy.

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Management of SEND within School

The head teacher and the governing body have delegated the responsibility for the day to day implementation of the policy to the SENDCO and Inclusion Coordinator. The SENDCO is headteacher Sue Kennedy and the Inclusion Coordinator is Sue Garside.

All school staff have a responsibility for pupils with SEN. All teachers are teachers of special educational needs. Staff are aware of their responsibilities towards pupils with SEN, whether or not pupils have EHC. A positive and sensitive attitude is shown towards those pupils. Staff responsibilities are identified in individual job descriptions.

Teaching Assistants (TAs) play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is needs based as recorded on our Statistical analysis. TAs are deployed in the Early Years classroom enable early identification and intervention to take place. In our other classes TAs are deployed to run intervention groups, support children within class and also to run special programmes as deemed necessary by the SENCO.

In line with the recommendations of the Children and Families Act 2014 which incorporates the

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014

the Inclusion Coordinator is responsible for helping with:

- overseeing the day-day operation of this policy
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- overseeing the records on all children with SEN
- liaising with parents of children with SEN in conjunction with class teachers.
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

The Inclusion Coordinator is responsible for reporting to the head and the governor with responsibility for SEND on the day-day management of SEND policy.

Identification and Assessment

We accept the principle that pupils' needs should be identified and met as early as possible. The SEN Coordinator uses whole school tracking data and pupil profiles as an early identification indicator.

We use the P Levels in accordance with QCA guidance: the P Levels are integrated into our whole school assessment systems. P Levels are used to monitor the progress of pupils working below National Curriculum expectations.

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We use a number of additional indicators of special educational needs.

- the analysis of data including entry profiles, Foundation Stage Profile, SATs, and termly and annual pupil assessments. We closely monitor children who are the lowest 20% points at the end of Reception.
- Teacher and Teaching Assistant concerns.
- following up parental concerns
- tracking individual pupil progress over time
- liaison with feeder settings on transfer
- information from previous schools
- information from other services

The SENCo Coordinator maintains a list of pupils identified through the procedures listed. This list is reviewed and analysed annually with SENDCO and all teaching staff. For some pupils a more in depth individual assessment may be undertaken and the school invites specialists into school to undertake these.

Curriculum Access and Provision

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively.

Where pupils are identified as having a special educational need, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. For many of our children their needs are met using a Profiling approach, where children access appropriate interventions with targets specific to their needs.

Most children identified by a teacher as needing additional help will be part of a graduated approach which will provide needs based individual or group interventions. They are time limited and strictly monitored and their impact evaluated. The Graduated Approach is the development of good practice that already occurs within our school and is based on a dynamic process of assess, plan, do review. It is expected that the equivalent of a Wave 2 intervention, such as small group interventions, would be part of the Graduated Approach. Some pupils will need to access interventions on a short term basis whilst others may need further interventions. Parents will be informed at the beginning and end of the interventions, which will be recorded on our profile action plan.

Some children with Special Educational Needs, particularly those with more complex needs requiring EHCs may have an Individual Education Plan (IEP) or Profile provision. These outline targets that the child is working towards and strategies and provision employed to enable them to meet the target. This provision will often include:

- in class support for small groups with a Teaching Assistant (TA)
- small group withdrawal with TA.
- individual class support / individual withdrawal
- further differentiation of resources

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- Wave 3 interventions
- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to the Educational Psychology Service or other support services for advice on strategies, equipment, or staff training

Strategies for pupils' progress will be recorded in their profile containing information on

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The Profile will record only that which is different from, or additional to, the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The outcomes will be discussed with the pupil and the parent.

Reviewing an IEP/Profile

Profiles will be reviewed at regular intervals and parents' and pupils' views will be sought.

Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills

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- Shows improvements in the pupil's behaviour

Record Keeping

The school will record the steps taken to meet pupils' individual needs on the graduated response.

The Class teacher will maintain the records and ensure INCO has access to them regularly. In addition to the usual school records, the pupil's profile will include, as appropriate:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

Code of Practice Graduated Approach

The school adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated approach to meeting pupils' needs. When they are identified as having SEND, the school will intervene with SEN support as described below.

Initial help is characterised by interventions that are different from or additional to the normal differentiated curriculum.

Intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
 - Demonstrate difficulty in developing literacy or numeracy skills
 - Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
 - Have sensory/physical problems, and make little progress despite the provision of specialist equipment
 - Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum
- If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SEN Coordinator, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

- Secondary level of SEND support means that often there is **involvement of external services**. (But at additional cost to the school) Placement of a pupil at this level will be made by the SEN Coordinator after full consultation with parents at a structured conversation interview undertaken within School.

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External support services will advise on targets for a new customised intervention and provide specialist inputs to the support process.

This intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum expectations considerably lower than expected for a pupil at a similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

Parental consent is sought before any external agencies are involved. The resulting planned Interventions will incorporate specialist strategies. These may be implemented by the class teacher but often involve other adults.

Request for Local Offer EHCs

The school will request help from the LA when, despite an individualised programme of sustained interventions within School, the pupil remains a significant cause for concern. An EHCP might also be requested by a parent or outside agency. The school will have the following information available:

- The interventions at Early Years /KS1
- Current and past IEPs and/or profile maps
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum expectations.(or other assessed levels)
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

Children who were in receipt of Statement of Special Educational Need

A Statement of Special Educational Need was normally provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer.

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Statements will automatically role into EHCs during the transition period.

Meanwhile a Statement will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Statement
- Of shorter term
- Established through parental/pupil consultation
- Set out in an IEP/ profile
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

Reviews of Statements/EHC

Statements/ EHCs must be reviewed annually but follow a more Person centred approach.. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENDCO will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teachers
- Teaching assistants
- The Special Needs Support Teacher, as appropriate.
- The Educational Psychologist
- Any other person the SENCO Coordinator considers

appropriate The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the Statement/EHC
- Review the provision made to meet the pupil's need as identified in the Statement/EHC
- Consider the appropriateness of the existing Statement in relation to the pupil's

performance during the year, and whether to cease, continue, or amend it

- If appropriate to set new objectives for the coming year

Within the time limits set out in the Code, the SENCO will complete the annual review forms and send them, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease a Statement of SEND/ EHC

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Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's

Education which we do through structured conversations and the associated action plan.

- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- agreeing targets for the child
- making parents and carers aware of the parent partnership services.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum
- self-review their progress and set new targets
- intervention reviews and setting of intervention targets
- Regular meetings with named adults
- Annual reviews

Links with Education Support Services

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We aim to maintain useful contact with support services in Children and Young People’s Services. For pupils receiving the higher levels of a graduated response any one or more of the following agencies may be involved:

- Educational Psychology Service
- Support Service for SEND
- MAT(Multi Agency Team) including Educational Welfare Service

The INCO and SENDCO will maintain links with other INCO and SENDCOs through the PEGS (Peak Edge Group of Schools) INCO/SENCO network meetings.

Links with Other Services

Effective working links are maintained with:

- Speech and Language Therapy Service
- Behaviour support
- CAMHS (Children and Adolescents Mental Health Services)
- Educational psychology
- parent partnership Services
- Occupational Health

INSET

In order to maintain and develop the quality of our provision, staff are required to undertake appropriate training.

Recent courses undertaken by all staff are listed in the CPD document.

Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the SENDCO/head teacher. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved.

Review of the SEND Policy

The school considers the SEND Policy document to be very important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year.

The outcomes of this review are used to inform the School Improvement Plan.

Signed (Chair of Governors)..... Date

Review date.....