



Hurworth Primary School

SEND policy

Policy Version Control	
Policy type	Hurworth Primary School
Policy prepared by (name and designation)	Shaunagh Laing SENCO
Last review date	January 2017
Description of changes/Updates	Amendments made to contact details, appendices and provisions
LGB approval	9 th March 2018
Date released	10 th March 2018
Next review date	March 2019

Compliance

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

- Equality Act 2010: advice for schools DFE Feb 2013
- SEN Code of Practice 0 – 25 July 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 Sept 2013
- Child Protection Policy
- Teachers Standards 2012

Aims and Objectives

At Hurworth Primary we have a duty to ensure that any children with Special Educational Needs are identified, assessed and provided for throughout their time in school. Their progress is regularly monitored and evaluated within the mainstream classroom and when necessary through other professional bodies in line with the SEN Code of Practice 2014. Our aim is to ensure we enable children with Special Educational Needs to achieve to the best of their abilities and overcome any barriers to their learning. We believe that all children, regardless of their individual needs, should be treated equally and have the same opportunities with reasonable adjustments made where necessary in order to reach their full potential.

- To ensure children with Special Educational Needs have access to a broad, balanced, relevant and differentiated curriculum that meets the full range of their individual abilities and needs. This will be achieved by establishing and developing good practices with regard to differentiation.
- To provide all staff with support and advice so that they have a good understanding of supporting children with Special Educational Needs. This will be achieved through regular staff meetings, professional development days and liaising with outside agencies.
- To ensure the identification of all pupils requiring Special Educational Needs provision is as early as possible in their school life.
- To promote an atmosphere of encouragement, acceptance and respect for achievements in which all pupils can thrive.
- To have appropriate resources available in school and provide appropriate individual educational programmes, where necessary, to meet identified Special Educational Needs.
- To monitor and evaluate the SEN policy, information report and practice annually.
- To ensure that parents are informed and involved and are an integral part of the SEN provision. Meetings will be frequent in order to establish the next steps in their child's learning and to discuss their child's needs.

Roles and Responsibilities

The person responsible for overseeing the provision for children with SEN is Mrs A Maddison (*Head of School*)

The people co-ordinating the day to day provision of education for pupils with SEN is Miss S Laing (*SEN Coordinator/Class teacher*) and Mrs K Sellars (*HLTA*).

The school governor with responsibility for SEN is Anne Astbury.

The SENCO and HLTA work with Head of School and Governing Body to determine the strategic development of the SEN policy.

Contact details:

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Identification, Assessment and Provision

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

'Children have a learning difficulty if they:

- *Have a significantly greater difficulty in learning than the majority of children of the same age.*
- *Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.*
- *Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.'* (Code of Practice, September 2014)

There are 4 broad areas that cover the range of needs that should be planned for. The purpose of identification is to work out what action will be taken as a school; not to fit a child into a category. In practice, individual children will often have needs that cut across all these areas and these may change over time. The four areas are:

1. **Communication and interaction**
2. **Cognition and Learning**
3. **Social, emotional and mental health difficulties (SEMH)**
4. **Sensory and/or physical**

*For definitions of these areas see **Appendix 1***

Children may also have other difficulties which may impact on their learning, progress and attainment but they are **NOT SEN**.

These are:

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

Early identification

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observations and assessments
- Pupil progress in relation to maths, reading and writing objectives
- Pupil’s performance in the National Curriculum judged against year group expectations
- Standardised screening or assessment tools

When children are identified as having a Special Educational Need the school will intervene through **waves** as described below.

Wave 1: Quality First Teaching

Teachers are responsible and accountable for the progress and development of all pupils in their class including where pupils access support from teaching assistants. High quality teaching, differentiated for individual pupils, is the first step in responding to children who have or may have a Special Educational Need. Teachers assess and monitor children’s progress on a half termly basis using an assessment tracking tool. This helps teachers identify children not making adequate progress across areas of the curriculum. If a teacher has concerns about a child’s progress they will complete a ‘short note form’ in a discussion with the child’s parent. This will be signed and given to the SENCO. The child does not go on the SEN register after this but their progress and attainment will be closely monitored by the class teacher and SENCO termly.

Wave 2: Additional programmes and support

For pupils where progress continues to be less than expected the class teacher will notify and begin working with the SENCO to assess whether the child has Special Educational Needs. This is done through discussions with the child and their family, exploring further what difficulties are being experienced, what has already been tried and identifying specific gaps in learning and what the next steps are. Additional support or interventions may be appropriate for the child. If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, 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.

Nature of Intervention

The SENCO in collaboration with the class teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment
- Small group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective teaching strategies
- Support from external services

This wave is characterised by a sustained level of support and, where appropriate, the involvement of external services. External support services will advise on targets and provide specialist inputs to the support process. External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting programme of work will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

The child will be provided with a learning plan (see **appendix 2**) which will be reviewed and discussed by the class teacher, the SENCO, the child and their parents. This document will be child friendly and will set approximately three achievable short-term targets for the child to focus on in six to eight weeks. This will follow the Assess-Plan-Do-Review cycle. All staff working with the pupil will have a copy of the learning plan to inform future planning. Parents will be given a copy too. If the child is receiving support from external support services and has a learning plan they will be placed on the SEN register with parent's permission. This register is held by the SENCO and data is used to complete the School Census and administration system. Where progress has been such that all parties agree that additional SEN support is no longer required either in the short or longer term, it would be proposed that the pupil is removed from the SEN register. Additionally, each child will have a pupil passport (see **appendix 3**) which the child creates with the class teacher. This document is useful for adults working with the child in getting to know their personality and how to support them in their learning. These are updated as and when needed. Parents can also contribute to the information provided on the passport in review meetings and will receive a copy of this document.

Wave 3: Educational Health Plan

If the needs of the child are not being met through the provision, support and actions outlined in the learning plans, a multi-agency meeting will agree to submit the appropriate evidence to the authority, requesting a statutory assessment for an Education Health Care Plan (EHC). An EHC is required for children whose needs require a more intensive level of specialist help that cannot be met from the resources available to school. The application for an Education, Health and Care Plan will combine information from a variety of sources, many which will already be available within the learning plans document. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan and if so they will be recorded as STATUTORY EHC on the SEN Register. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

All documents relating to SEN are stored in personal files and on secure software. These files are stored in a lockable filing cabinet accessed via the SENCO.

Evaluating Success

The Governing Body will report annually on the success of the policy and, to facilitate this, we have identified specific objectives which are given under the 'aims and objectives' section in this policy.

In evaluating the success of this policy, the school will consider the views of:

- Parents
- Pupils
- Teaching staff
- External professionals

We will set targets matched to specified aims to provide indicators against which progress can be measured. Pupil progress will provide evidence for the success of the SEN policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting targets set on their learning plans
- Value added data for pupils on the SEN register
- Evidence generated from progress review meetings

Staff Training and resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, staff engage in regular CPD opportunities. Training needs are regularly reviewed and adapted to reflect the specific needs of pupils in school. The SENCO regularly attends the Local Authority and Multi Academy Trust partnership network meetings and disseminates information to staff as appropriate. The SENCO is able to monitor provision for children with SEN through observations, discussions with class teachers/support staff, provision mapping and data analysis.

Admission Arrangements

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice, in that

'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN . Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission.'

According to the Education Act 1996 if a parent wishes to have their child with an EHC educated in the mainstream, the LEA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps can be taken to prevent the incompatibility.

At Hurworth Primary School we have adopted a whole-school approach to the SEN policy and practice. Pupils identified as having SEN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

Partnership with Parents

We firmly believe in developing a strong partnership with parents as this helps children with SEN to achieve their full potential. The school recognises that parents have a unique overview of the child's needs and how best to support them and this gives them a key role in the partnership.

The Voice of the Child

At Hurworth Primary School, we encourage pupils to participate in their learning by ensuring they are involved in making decisions where possible right from the start of their education, reflecting their level of maturity. We want all children to be given the opportunity to make choices and know that their views matter. The School Council is one mechanism for this, alongside PSHE, which is a regular feature of our timetable. Children are involved in the drawing up and reviewing of their learning plans and pupil passports.

Accessibility

The leadership team at Hurworth Primary School are committed to improve access for all people to the building and for all pupils to access the curriculum. Accessibility Plans and Inclusion Action Plans have been completed to ensure every opportunity to improve access has been identified and acted upon accordingly. Hurworth Primary School is a one storey building and is fully wheelchair accessible.

Complaints Procedure

Any complaints with regard to the SEN provision should be referred to the Head of School following the complaints procedure established by the school.

Signed:

Date:

Appendix 1

Definitions of Terms

Cognition and Learning

Children may experience general or specific learning difficulties and require systematic programmes to aid progression. Such requirements may also apply to some extent to children with physical and sensory impairments and autistic spectrum disorder. Specific learning difficulties include, for example, dyslexia and dyspraxia.

Behaviour, Emotional and Social Development

Children may be withdrawn or isolated, disruptive or disturbing, over-active, impulsive or lacking in concentration, have immature social skills or present challenging behaviour.

Communication and Interaction

Children may have speech and language delay, impairments or disorders, specific learning difficulties e.g. dyslexia, dyspraxia, hearing impairments or autistic spectrum disorder.

Sensory and Physical

Children may have profound and permanent deafness, may be blind or partially sighted or suffer lesser or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes and require access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Appendix 2

Demo template of a Learning Plan

Learning Plan for Bill Açıktön - Demo School 7 - 1

1



Learning Plan for Bill Açıktön - 1

Stage: **Statemented**

Date of birth: 11/6/98 Gender: Male Pupil ID: J820200107001 Year group: 11 Tutor group: 11A

Start date: 1/8/06 Review date: 23/12/16 Teacher: Mrs Selina Andrews

Areas of concern: - Bill is struggling with his GCSE English course, due in part to his dyslexia.
- Bill struggles with aspects of Maths - particularly percentages, decimals and fractions.

Areas of strength: - Has a wide range of interests to draw upon in writing.
- A very pleasant young man, very popular within his peer group and an excellent sportsman

First language: ENG FSM: yes Medical: no In care: no Ethnic background: WENG PP: yes Attendance: 100.0%

Reading Age: 13.3 Spelling Age: 13.5

- This plan is intended to help Bill develop his cognition and learning skills.



Area of concern	Target	Desired outcome	Strategies & Provisions
Dyslexia	Always plan what you are going to write.	Written task started quickly.	Mind mapping, spidergrams, use of colour.
Dyslexia	Learn to spell nonsense words.	Demonstrates secure phoneme awareness.	Dictation exercises, software games.
Spelling	Learn to spell keywords in all subjects.	Correct spelling of keywords.	Posters, lists, flashcards, bingo, quizzes, crosswords, word searches.
Dyslexia	Proof read your work.	Improvement in quality and quantity of written work.	Peer assessment. Learning Support Assistant support, proofreading exercises, odd one out, multisensory approach.

Learning Plan for Bill Açıktön - Demo School 7 - 1

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Provisions

Name	Concern	Wave	Description	Start date	End date
Peer Mentoring	Social, Emotional and Mental Health Difficulties	2		1/9/16	17/3/17
Numbershark	Cognition and Learning Needs	3	Program designed to improve numeracy. It addresses many of the difficulties which lead students to dislike maths.	7/9/16	31/1/17
Early Literacy Support	Cognition and Learning Needs	2		22/9/16	20/4/17
New provision	Communication and Interaction Needs			4/11/16	21/1/17

Parental contribution

- Parents will attend Bill's review meeting.

Parent signature _____

Pupil contribution

- Bill has agreed to weekly meetings with Mr. Marc E. to work on comprehension techniques.

Pupil signature _____

Appendix 3: Demo template of a pupil passport

Bill
Açkton



Date of birth: 11/6/98
Pupil ID: J820200107001
Year group: 11
Tutor group: 11A

Likes

I like most sports, playing games on my PC and going out with friends.

Dislikes

Reading! I really don't like reading. I find it hard to concentrate, especially when I'm reading something I don't find interesting.

Important activities and hobbies

I love playing football and rugby, I play for the school team in both sports and for my local side Southbridge AFC Under 16s in football and Southbridge RFC Under 16s in Rugby. I'm captain of both rugby teams. I enjoy gaming online too, but prefer playing sports outdoors!

Favourite lessons

Games and PE are definitely my favourite lessons. I like Resistant Materials too - but more the practical side. I don't mind science, I like listening to how things work and think I understand most topics, I just don't like researching or writing up experiments

Important people in my life

My parents and grandparents. They watch all of my football and rugby matches - home and away! They give me and my friends lifts to training. My team mates are important to me too, most of us have played sports in the same team since we were in the Under 9s.

Please avoid doing these things

Please don't get frustrated if I'm falling behind reading bulky paragraphs or on my written work. It puts me off my work and it doesn't make me work any faster.

How I want to be supported

Please be patient with me, especially if I'm struggling to keep up. I understand lots about my lessons so I prefer to be asked questions rather than having to write answers down on paper. Extra time on exams would really help me too.

Talents

Sports. Football and rugby especially. I enjoy cooking at home - when I don't have to follow a recipe! I like making things in the workshop too.