



Harlow Green Community Primary School Special Educational Needs Policy

September 2015-2016

SEN Policy

Harlow Green Community Primary School

September 2015

Introduction

The School's Context

Harlow Green Community Primary School is a larger than average primary school serving a catchment area of average social and economic disadvantage. The school has a relatively low transient population. Pupils have a broad range of special educational needs including autism, speech and language difficulties, dyslexia, social, emotional and mental health needs and physical disabilities.

National Context

This SEN policy is a response to the SEN Code of Practice, 2014, and resulting statutory requirements for schools:

Equality Act Sept 2010
Sections 36 – 50 of the Children and Families Act 2014
Care Act 2014

The Ofsted Evaluation Schedule 2010 expects schools to evaluate their effectiveness in promoting equal opportunity and tackling discrimination. This is a limiting judgement under leadership and management. This judgement is linked to the quality of learning for pupils with special educational needs and/or disabilities and their progress.

Equality and Inclusion

We have a duty under the Equality Act 2010 towards individual disabled children. We will make reasonable adjustments, including the provision of auxiliary aids and services to prevent them being disadvantaged and within a new, purpose built school we are able to offer an entire site which is accessible to all. We have a duty to prevent discrimination and we promote equality of opportunity and foster good relationships.

Medical conditions

We will make arrangements to support pupils with medical conditions. We will ensure that an Individual Health Care plan is in place and deliver co-ordinated provision for those pupils.

Policy Statement

All pupils are entitled to a broad, balanced, relevant and differentiated curriculum. The school will effect such entitlement by enabling appropriate access to the whole curriculum for all pupils. Pupils identified as having special educational needs will be supported at

school level or through an Education, Health and Care needs plan (EHCP) in line with the Special Educational Needs Code of Practice guidance 2014. All pupils identified as having special educational needs will, at appropriate intervals, and with due regard to the Code of Practice, be reviewed and re-assessed. Provision for pupils with special educational needs will be met within the mainstream curriculum. As and where necessary, such provision will be supplemented by additional learning support and intervention paying attention to the pupils' individual needs and barriers to learning. It is expected that all pupils will have equal access to the Curriculum. All teachers will be made aware of, and be responsible for, pupils with special educational needs.

The school will ensure the provision of appropriate time, resources and in-service training to enable teachers to deal effectively with pupils with special educational needs.

The school recognises the necessity to work in partnership with parents and will ensure that parents receive information on the statutory procedures and the outcomes for their children.

Principles and Objectives

We have a responsibility to encourage excellent SEN practice throughout Harlow Green Community Primary School, for the benefit of all pupils. To encourage excellent practice we are committed to the following principles:-

- To ensure that all pupils' needs are identified, assessed and met;
- To ensure all staff are aware of disability equality and support positive outcomes for pupils;
- To provide flexible and sensitive support for pupil learning and cater for pupils' short and long term needs;
- To ensure that teaching staff are aware of pupil's need and to provide relevant information to inform their planning of classroom experiences;
- To give guidance on appropriate resources to meet the needs of the school and individual pupils;
- To enlist the support of qualified others who will help the school to ensure a high quality team approach to meeting pupil need;
- To establish a working partnership with parents to support pupil learning and development;
- To provide a framework for the monitoring, and evaluation of policy, practice and provision;
- To support appropriate in-service training for all staff;
- To keep the governing body informed of all aspects of learning support in school.

Roles and responsibilities

The Governing Body

The Governing Body, in consultation with the Head Teacher, determines the school's general policy and approach to provision for pupils with SEN, establishes appropriate staffing and funding arrangements and maintains a general overview of the school's work.

The Governing Body, having regard to the Code of Practice:

- Ensures appropriate provision is made for any pupil with SEN;
- Reports annually to parents on the school's policy for pupils with SEN;
- Ensures that all pupils, including those with SEN have access to a broad and balanced curriculum;
- Appoints a qualified SENCo to oversee SEN and have regard to the Equality Act 2010
- Ensures discussions with parents regarding SEN matters at relevant meetings.

The Head Teacher

The Head Teacher is responsible for the day-to-day management of all aspects of the school's work, including SEN. As part of the Leadership Team, the SENCo takes on designated responsibilities and keeps the Governing Body informed of all developments with regard to SEN.

SENCo and Role

Role

The main role of the SENCo is to co-ordinate special needs provision throughout the school. As the term 'special needs' can be defined in a variety of meaningful statements and because there is no real consensus as to what constitutes good special needs provision, it is imperative that the SENCo has a clear vision of what special needs and special needs provision mean to the staff, parents and pupils of Harlow Green Community Primary School and thus co-ordinate provision to ensure meaningful learning experiences.

The SENCo is responsible for:

- Coordinating all the support for children with special educational needs and disabilities (SEND) and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents/carers are:
 - involved in supporting their child's learning
 - kept informed about the support their child is getting
 - involved in reviewing how they are doing
 - involved in planning for their child's future.
- Contacting other people who may be coming into school to help support a child's learning for example, an Educational Psychologist.
- Making sure that there are excellent records of a child's progress and needs.
- Providing specialist support for teachers and support staff in the school, so they can help pupils with SEN in the school make the best possible progress.
- Supporting class teachers in writing Support Plans that specify a child's targets.
- Ensuring that all staff working with the student in school are helped to deliver the planned work/programme so the student can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Meeting with the SEN link governor once per term.

See Appendix A for additional duties of SENCO

Implementing the SEN Policy across the school

The school accepts its duty to its pupils and acknowledges that many pupils may at some time, experience difficulty with their learning. All teachers are teachers of SEN and will be responsible for pupils who are experiencing difficulties. As a supportive, caring staff we will ensure that such difficulties are identified as quickly, positively and effectively as possible.

The school has a qualified SENCo Mrs Kirsty Hamilton.

The school's designated governor for SEN is Mrs Carolyn Adams.

Admissions

Priority in admission

The school's admission policy reflects LA guidelines on the admission of pupils with special educational needs. This policy is reviewed as and when required. The SENCo attempts to meet with parents of pupils with special educational needs at the earliest possible opportunity.

SEN Provision

High quality teaching, differentiated for individual pupils is provided for all pupils who have or may have SEN. The quality of teaching is reviewed regularly for all pupils including those at risk of underachievement.

Identification procedures

To assist with the early identification of pupils with special educational needs, the teacher and SENCo will consider all of the information gathered from within the school and will include early discussions with the pupil and their parents. High quality and accurate assessments will be carried out using effective tools and early assessment materials. If SEN provision is required, it will be based on the desired outcomes along with the expected progress and attainment. The views of the pupil and their parents will be included.

Support in School

When a pupil is identified as needing SEN support, we will take action to successfully identify and remove barriers to learning and put effective SEN provision in place.

Assessment

The class teacher and SENCo will carry out a clear analysis of the pupil's needs. This will be based on a range of information and assessments that are relevant so that the intervention can be accurately matched to need so that barriers to learning are overcome.

Planning

The class teacher and SENCo will agree in consultation with parents and the pupil, any adjustments, support and intervention to be put in place. All teachers and support staff who work with the pupil will be aware of the pupil's needs, the desired outcomes for the pupil, the support provided and any teaching strategies or approaches that are required. This will be recorded on the school's information system.

Intervention

Any support and intervention provided will be selected to meet the outcomes identified for the pupil. The class teacher will be responsible for working with the child on a daily basis and where interventions involve group, or one to one teaching away from the main class, they will also remain responsible for the pupil. They will work closely with teaching assistants or specialist staff to plan, monitor and assess the impact of the support or intervention.

Individual Learning Plans

Although there is no requirement for pupils with SEN to have an Individual Education Plan (IEP) we will provide a plan of support and intervention. This plan will outline the strategies and interventions required to remove barriers to learning

Reviewing

The impact and effectiveness of the support will be reviewed in line with an agreed date.

Requesting an Education, Health and Care needs assessment

The effectiveness of SEN Support will be monitored and reviewed in terms of its success in achieving the agreed outcomes. Despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil and expected progress has not been made, the school and parents may consider requesting an Education, Health and Care needs plan (EHCP)

Following a request for an Education, Health and Care needs plan, the Local Authority will consider whether an EHCP needs assessment is necessary. To inform their decision the LA will need to take into account a wide range of evidence and will pay particular attention to:

- The pupils academic attainment
- Information about the nature of the pupil's SEN
- Evidence of the action already being taken
- Evidence that where progress has been made it has only been due to additional support and intervention
- Relevant evidence from other educational professionals, health professionals or clinicians

The LA will notify the parents of their decision within a maximum of six weeks and will be responsible for ensuring there is effective co-ordination of all assessments and planning.

EAL Pupils

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. However, some pupils may have SEN and will be supported appropriately. Links to ensure the correct support will be made by liaising with the EMTAS Service in addition to the other services provided within SENIT.

Monitoring and Assessment Procedures

Throughout a pupil's time at school, teaching staff use a number of strategies to monitor and assess pupil progress. They include:-

- Teacher assessment
- Target setting and pupil tracking.

Class Teachers, in conjunction with The SENCo, provide continuous monitoring and assessment of pupils identified as having special educational needs by:-

- Diagnostic and standardised tests to inform teacher planning and teaching;
- Recording of progress achieved through individual SEN programmes;
- TIPPAs and/or PIVATS as appropriate.
- Pupil tracking carried out each Half Term.
- Progress reports/records from support staff working with the pupil
- Reviews.
- Reports and assessments from external agencies e.g. Educational Psychologist.

Where emotional or mental health difficulties are evident, class teachers will refer the pupil to the SENCo who will discuss the issues relating to the pupil with the Head Teacher. .

Parents

Parents will be made fully aware of, and consulted on any planned support and interventions. Where appropriate, parental involvement will be sought to reinforce or contribute to progress at home.

Supporting pupils

Attention to pupil needs and progress is central to the caring ethos of the school. Monitoring and evaluation is an ongoing process. The monitoring of the SEN policy depends on close consultation between the SENCo and Head Teacher.

Review Procedures

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

The quality of the support and intervention will be evaluated, along with the views of the pupil and parents and any changes will be made in full consultation with the pupil and parents.

A pupil with an EHCP will have their plan reviewed every twelve months and the LA will require the school to convene and hold an annual review meeting where all relevant professionals and parents will meet together.

Curriculum and Provision

Access Curriculum

The SENCo and leadership Team fully support the view that all pupils should, where possible, have full access to an appropriate curriculum suitable for their stage of developmental learning.

Curriculum Development and provision for SEN

The SENCo will:-

- Participate in working groups, where appropriate, relating to development of the curriculum;
- Advise the SEN Management Group/Inclusion Team re curriculum development;
- Direct in-class support;
- Discuss curriculum issues relating to SEN with Senior Management;
- Undertake INSET re curriculum development and SEN eg NLS SEN Phonics;
- Ensure all matters relating to SEN have a high profile across the school;

Assessing Pupil Progress (APP)

Class Teachers are applying APP/TIPPs which should maximise pupil performance and potential. Specific strategies should be noted in progress reports relating to tracking and individual support plans.

Supporting the Curriculum

Pupils with special educational needs are supported across the curriculum in one or more of the following ways depending on need:-

- In class support, differentiation and access to stage approach learning.
- Targeted support, focusing on the barrier to learning
- Small group teaching, where appropriate
- Individual support sessions.

Intervention programmes

The following intervention programmes are provided to meet individual pupil needs:

Read, Write, Inc Phonics Programme

Toe by Toe

Numeracy Plus 1, Power of 2 and Times Tables support

Writing Programmes

Guided Reading Materials (variety)

Springboard Materials

Colourful Semantics

Motor Skills Programme

Nurture programme

Tailored 1:1 support

Inclusion

Social

Pupils are included fully into the life of the school. Mixed ability activities operate in all classes and all pupils participate in Key Stage activities.

Physical

Pupils are included fully into the life of the school following guidelines from the Equality Act 2010

INSET/Staff Development

Plans

- Whole school INSET on SEN matters will be delivered as and when the need arises;
- All staff will be made aware of INSET on offer and apply, as individuals, to the Staff Development Officer for relevant courses;
- The SENCo and Management Group Team will be a forum to discuss SEN matters and recommend whole school inset as and when the need arises;
- The Head Teacher can recommend INSET deemed necessary at any given time.

LA/National updates

Gateshead Primary SENCo meetings take place each term. Updates are provided and SENCos can arrange to share resources and ideas.

External Support

Gateshead Council Local Offer for pupil with SEN.

www.gateshead.gov.uk/localoffer.

Provision for pupils with special educational needs will be supported by Officers from the LA and other services, namely:-

- Primary School Colleagues;
- Early years Area SENCOs
- SEN School Improvement Team
- Psychological Service;
- Education Welfare Service;
- SENIT (Special Educational Needs Improvement Team)
- BSS (Behavioural Support Service);
- Queen Elizabeth Hospital Child and Family Unit;
- School Medical Officer;
- Community Based Services;
- LA 'EMTAS' Liaison Service;
- Physiotherapy Service.

LA Agreement

Accessing Specialist Support

The school has developed and maintained strong links with specialists from the following areas:-

- Primary School Colleagues
- Psychological Service
- SEN School Improvement Team
- SENIT (Special Educational Needs Improvement Team))
- BSS (Behavioural Support Service)
- School Nurse
- EMTAS
- Physiotherapy

Recording Concerns

Parents are encouraged to contact the SENCo or class teacher with any concerns regarding SEN issues. All contacts are noted and responded to. Parental view forms are distributed prior to review meetings

Comments included

Parental views are included in the review documentation.

Informed/welcome

Parents are kept informed of SEN issues by:-

- Attendance at SEN reviews;
- Coffee Mornings;
- Attendance at Parent Consultation Evenings;
- Personal invitations to meet with the SENCo, Learning Support Teaching Assistants and/or the Educational Psychologist;
- Telephone contact;

The SENCo, Learning Support Teaching Assistants and class teachers offer a friendly and supportive environment to parents at all times.

Pupil Involvement

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes where appropriate.

Complaints procedure

Parents can contact school by telephone, letter or in person by an appointment. Concerns about provision for pupils with special educational needs should be referred to the SENCo and for learning and mental health difficulties.

The concern will be dealt with either through a letter, a phone conversation or an appointment arranged in school to discuss the matter. The SENCo may need to involve other personnel e.g. the Educational Psychologist at some stage.

The Code of Practice 2014 sets out procedure for complaints about provision. Parents are informed of their rights in the documentation from the LEA. The school will advise parents on provision outlined in the statement if this is requested. Parents have the opportunity through response to the school report system and review meetings to alert the school to concerns or issues. If a parent continues to be dissatisfied, then the issue should be referred to the Head Teacher and or the LEA.

Transition

In School

All children with special educational needs receive a transition review in the Summer Term in which the current and new class teacher will be present.

Between Schools

Before transition to Secondary Schools, relevant SEN information is transferred during the Summer Term of Y6 and the new school is invited to a transition review. Some pupils receive additional transition support where necessary and more frequent visits may take place depending on individual needs.

Reporting to Governors

An annual report to governors will provide information on pupil outcomes and current SEN provision.

Appendix A

Other SENCO duties supporting SEN and disability

Pastoral

- Liaison with Head Teacher/Deputy, Learning Support Teaching Assistants, Support staff and Class Teachers to ensure equality of opportunity and integration of pupils with special educational needs;
- Attendance at reviews.

Inclusion

- Liaison with other agencies and services re inclusion of pupils with SEN
- Liaison with the LA's EMTAS' specialist teacher re inclusion of any pupils with English as an additional language who have additional special educational needs.

Curriculum

- Advising colleagues on the range of support available to staff and pupils;
- Liaison with relevant staff to ensure that support is directed to pupils when required;
- Providing Class Teachers with information for purposes of setting and/or Teaching and Learning;
- Providing Class Teachers with opportunities for accessing SEN support teachers and Teaching Assistants.

Assessment

- To supplement whole school assessment with individual SEN assessment of pupils with special educational needs;
- To support the Head Teacher and collate information and data on SEN pupils.

Staff development

- To provide whole staff INSET to ensure that the policy on SEN and disability is being adhered to;
- To provide whole staff INSET to ensure effective delivery of the curriculum;
- To provide specific SEN and disability training to teachers and teaching assistants;
- To support newly qualified teachers with relevant information and advice.

Environment

- To ensure a positive, pleasant, caring and comfortable working environment for pupils with special educational needs.

Administration

- To produce timetables for Learning Support Staff and Teaching Assistants;
- To read through and act upon the information included in the SEN records of all pupils entering the school mid-term;
- To analyse data in relation to pupils outcomes to identify next steps;
- To oversee Individual Support Plans for all pupils with special educational needs;
- To keep 'lists' of pupils with special educational needs up to date including their level of performance and acquaint staff of amendments on a regular basis;
- To produce review timetables for all pupils with special educational needs and be responsible for distribution of invitations to parents and external agents;

- To ensure that all documentation relating to reviews are up-to-date and distributed to all concerned;
- To prepare educational advice for a request for an EHCP assessment
- To ensure SEN resources and stock are reviewed and renewed;
- To produce agendas and minutes for meetings;
- To prepare packages for in service training of all staff;
- To prepare relevant documentation for governors and external agents;
- To update the SEN Policy after review and revision
- With the Head Teacher to provide Performance Management documentation for learning support staff.

Parents

- To communicate with parents of pupils with special educational needs by telephone, letter or by meetings in school;
- To distribute Intervention Plans to all parents.

General

- To respond accordingly to requests for assistance at Parent Consultation Evenings.