

# **Harlands Primary School Special Educational Needs Policy**

## **Introduction**

At Harlands we offer a broad, balanced appropriate education to all our children. For a variety of reasons some children encounter difficulties in coping with our curriculum. This policy outlines the procedures aimed at enabling these pupils to reach their full potential and to be fully included in the school community.

Harlands has participated as a Dyslexia Friendly School and has received the bronze award as a DCD (development co-ordination disorder) school. It also meets the needs of children with ASD (Autistic Spectrum Disorder) with the AAAwards, learning difficulties and disabilities. Both of these awards are in the process of being updated. Information about pupils requiring learning support is co-ordinated by Mrs Karunavati Powell in her role as SENCO (Special Needs Co-ordinator). All teachers and teaching assistants receive training to enable them to meet the needs of children with these and other educational differences. (Please see School Offer.)

## **Principles**

- A child is valued equally, irrespective of gender, ethnic origin, physical or mental ability .
- A child with special educational needs or a disability (SEND) is offered full access to a broad, balanced and relevant education for the foundation and national curriculum stages including all aspects of our Teaching and Learning Policy. There is a focus on inclusive practice and removing barriers to learning.
- Identifying a child's needs will be done as soon as possible in accordance with the Code of Practice 2014.
- There will be collaboration between Harlands and health and social care services wherever this is necessary for the benefit of a child.
- The views of a child with SEND will be taken into account.
- The parents of a child with special educational needs or a disability will be involved in close co-operation with the school, working in partnership for the benefit of the child.
- The support and resources of outside agencies will be sought when relevant to the progress of a child.

## **Objectives**

We offer a graduated response to meeting the special educational needs of children with learning difficulties. The response has been developed with due regard to the department for education and skills Special Educational Needs Code of Practice (2014) using the experience and expertise of our teachers. We work in partnership with parents to achieve these objectives:

- We will form an accurate assessment of children's needs.

- We will use best endeavours to initiate the appropriate support for children to reach their potential.
- We will ensure that positive self-esteem is maintained in order for effective learning to take place.
- We will ensure that children are treated with the respect and opportunities available to all children in school.
- We will involve the child, parents and external agencies in reviewing progress of children with SEND.

### **Roles and Responsibilities**

The person responsible for the day to day provision for pupils with special educational needs is Mrs Karunavati Powell, (SENCO), along with all class teachers. All teachers at Harlands are teachers of children with special educational needs and therefore teaching such children is a whole school responsibility.

**The SENCO is responsible for co-ordinating the SEND** provision within the school which complies with the Code of Practice (2014).

This provision includes:

- the day to day operation of the school SEND policy
- liaising and advising staff where appropriate
- supporting teaching assistants with a specific role for SEND children
- co-ordinating the management of SEND provision ,including additional teaching and teaching assistant support
- maintaining the school SEND register and overseeing the records of all children with SEND
- liaising with parents of children with SEND
- liaising with external agencies including the educational psychology service, the LA's support service, health and social services and voluntary bodies

The **Headteacher**, Mrs Jane Goodlace, has responsibility for managing the provision for children with SEND and ensuring the SEND policy is implemented. She works closely with the SENCo, meeting on a regular basis to exchange information and monitor effectiveness, she ensures the governing body is informed of current issues and provision.

The **Governing Body** in co-operation with the Headteacher determines the school's policy and approach to provision for SEND establishing the appropriate staffing and funding arrangements. The **SEND governor** Mrs Vicky Gilson will maintain an oversight, monitor identification and effectiveness through regular liaison with the SENCo. The Governing Body will report annually to parents on SEND implementation within the school.

The school's policy supports children with any difficulty, ensuring high standards for all. The importance given to this in the overall strategic management of the

school is reflected in the high profile given to Special Educational Needs in the School Development Plan, budget allocation and the evaluation and CPD.

### **Admission Arrangements**

The school admissions arrangements for children with already identified special needs are the same as those for children not previously identified as having SEN. School SEN support is linked to identifying and providing for children on the school SEN register maintained by the SENCo.

### **Access**

The school has some specialist building provision for pupils with physical disabilities. The governing body regularly reviews access for disabled pupils in accordance with the SEN and Disability Act 2010. We would welcome the opportunity to include children with all disabilities.

### **Transfers**

Transfer to secondary school and school moves at any other time are arranged within the same process as for all children, the provision of advance information allows for appropriate planning by the receiving school. Collated information is sent and the SENCo arranges induction visits when appropriate or feasible.

### **Special Education Needs Provision at Harlands School.**

The school promotes early identification of children with special educational needs by:

- pre – school identification
- concern expressed by parent
- concern expressed by class teacher
- school monitoring or test procedures
- concern expressed by an external agency
- information received from previous school

The department for education and skills SEN code of practice (2014) has identified four areas of need:

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and / or physical

Children who are identified as having special educational needs will go on school support. School support may be for a short period of time, or longer depending on the needs of each individual child.

### **Initial Action:**

Initial concerns are identified through classroom observation or information from a parent. Records from a previous school or nursery may have already highlighted concerns.

Class-teachers will monitor, observe and record concerns and discuss them with the SENCO and in some cases the head teacher. There will be a regular dialogue between the class team and the SENCO so that interventions are appropriate and

timely. Parents will be kept informed of the school's concerns and the process for assessment of these concerns.

An Individual Learning Plan (ILP) will usually be written for the child at this time. An ILP is used for planning teaching and reviewing provision that is additional or different from the differentiated class curriculum plan. This includes appropriate differentiation for the specific child of concern and/or any strategies for the classroom or home environment. An ILP is used as a working document for all staff involved, and also includes the participation of parents and children. This collaborative approach is aimed at achieving specific learning goals for our SEND children.

A review date will be set (no longer than a term). At the review the child's progress and the effectiveness of the help given will be considered. A decision will be made whether the child i) no longer needs special help, ii) continues to need extra support at the level given, iii) needs a higher level of support and may need assessment and involvement of an outside agency.

#### Further and Long term Action:

If further assessment and involvement of an outside agency is deemed necessary, the SENCO and class teacher will review all the available information gathered at the initial concern stage. This will be available for the outside agency identified as the most appropriate to involve.

The SENCO will now ensure that the child's ILP includes the advice of any professionals involved from outside agencies. Parents and professionals are kept informed and invited to each review meeting of the ILP.

The school may request an assessment for an Educational Health and Care Plan (EHCP) for a child from the LA if ILP reviews and specialist intervention demonstrate insufficient progress. The school SENCO supports parents through this process and information will be made available to the LA on:

- ILP's
- assessment
- views of the child
- views of the parents
- involvement of other agencies / professionals

If the LA decides to carry out an assessment then this may result in the child being issued an Educational and Health Care Plan (EHCP). (NB. an appendix will be added to explain difference between EHCP and Statement in the short term.)

If an EHCP is written by the LA the school initiates the annual review of EHCP process, involving all professionals who know and work with the child in addition to parents.

#### **Success Criteria for this Policy**

The principles and objectives set out at the beginning of this policy are the basis for evaluation. Specific targets against which the success can be measured are:

- the school culture recognises and values individual children their wishes and their differences

- the management and deployment of resources ensures all children's needs are met
- collaboration with pre-school settings and the LA leads to early identification of SEND
- effective identification and assessment systems inform ILP's
- accurate information is kept on the SEND register
- accurate records on all children who are on the SEND register
- information about SEND children is readily available to parents and professionals
- regular partnership and review takes place between all concerned with a child
- parents are satisfied with support and progress via ILP review, annual review of EHCPs, consultation meetings
- specific skills are learnt and transferred into independent use
- the governing body identifies the allocation of resources (school provision map) as integral to the school budget
- this provision is used to measure success against procedures in Appendix 1

### **Complaints Procedure**

Complaints about the provision of Special Education Needs are dealt with by the same procedure as for any other aspect of school policy (see School Prospectus)

What constitutes a complaint?

Parents who are dissatisfied with the special educational provision their child is receiving may complain to the governors.

### **Dealing with a complaint**

(1) Informal

Headteacher seeks to resolve the parents' concerns through an informal meeting.

(2) Formal

Parents make a written complaint to governors who appoint a panel of 3 members to hear complaint.

Copies of written complaint and school's response to be circulated to parents and members of Panel at least 10 days before date of hearing.

### ***Complaint Hearing***

3 members of Governing Body to form Panel assisted by clerk to governors.

#### **ORDER OF PROCEEDINGS**

1. Chairman's welcome and introductions.
2. Headteacher (or another senior teacher) presents case for school and calls witnesses.
3. Complainant asks questions.
4. Panel members ask questions.
5. Complainant presents case and calls witnesses as appropriate.
6. Respondent (headteacher) asks questions.
7. Panel members ask questions.
8. Respondent sums up
9. Complainant sums up.
10. Complainant and respondent withdraw and Panel considers findings.
11. Clerk writes to complainant with decision within 5 working days.

## **Harlands Primary School Special Educational Needs Policy**

### **Appendix 1 – PROCEDURES FOR MONITORING AND EVALUATING SEN PROVISION**

These fall into two main divisions

#### *1 the evaluating of the effectiveness of daily provision for SEND in school*

- SENCO checks setting and content of ILPs with teachers, termly for every child in SEND register. An assessment of the number of targets achieved leads to the setting of the next ILP targets.
- SENCO supports class teachers in the assessment and learning of SEND children and monitors results.
- SENCO reports regularly to all parents of children with SEN and ILPs are discussed and reviewed jointly.
- SENCO monitors teaching and input of all SEN support staff:
  - a) work is planned at the beginning of each term with all learning support staff as a result of the previous term's ILPs.
  - b) a timetable for all learning support staff is drawn up identifying their teaching slots and the children they are to support.
  - c) all learning support staff keep records of their teaching and an evaluation of its effectiveness. These are checked by the SENCO.

#### *2 the evaluating of the effectiveness and value for money of the overall staffing and provision of SEND in school.*

- The school SEND files are available to be viewed by head and SEN Governor on a termly basis:
- Under the school's Staff Development and Performance Management Policy, the SENCO is directly responsible to the headteacher who will also act as an 'informal' mentor. The SENCO has an 'Action plan' as part of the SDP, and progress against this will be discussed in the termly meeting in the Spring term. This will lead to the next year's SDP for SEN.
- As a result of the termly meeting, the SEND report for the main governors meeting will be written by the SEND governor in consultation with the SENCO.
- External benchmarks will also be used to check that the school's expenditure on SEND is largely in line with schools of a similar size.
- Staff development for learning support staff is run by the SENCO and teaching staff and is underpinned by Performance Management. The school ensures that its learning support staff are well trained, up to date with new initiatives and re developing particular areas of expertise in SEND.

## Harlands Primary School Special Educational Needs Policy

### Appendix 2 – STRANDS OF ACTION TO MEET SPECIAL EDUCATIONAL NEEDS

Assessment and planning	Grouping for teaching purposes	Human resources	Curriculum and teaching methods
<p>Assessment by class or specialist teacher and SENCO: continuous assessment and curriculum assessments may be supplemented by standardised and/or diagnostic tests.</p> <p>ILP setting "SMART" targets (some may be shared with other pupils in a Group ILP). Regular reviews. Parents informed &amp; may be involved in supporting targets in the home.</p> <p>School specialist teachers, external services (specialist support service, education psychologist) undertake specialist assessment leading to a more specifically focused IEP. Parents involved in supporting targets in the home.</p> <p>Involvement of both education and non-educational professionals in assessment planning.</p> <p>Longer-term plan for provision supported by shorter-term IEPs. Parents involved in both long and short-term planning.</p>	<p>Pupil based in the ordinary classroom.</p> <p>Grouping strategies used flexibly within the classroom.</p> <p>Pupil based predominantly in the ordinary classroom, supported through flexible grouping strategies.</p> <p>Access to individual or small group tuition to support ILP targets, delivered within the classroom through limited periods of withdrawal and/or through out-of-hours provision.</p> <p>Pupil works predominantly in small groups or on an individual basis in the ordinary classroom, in a withdrawal situation in a resource base and/or through out-of-hours provision.</p>	<p>Main provision is by class or subject teacher with SENCO involved in assessment and planning rather than teaching.</p> <p>Pupil support used routinely and some adult support may be provided on an ad hoc basis, (e.g. if Teaching assistant or parent helper already working in the classroom).</p> <p>Specialist teachers or educational psychologist may be involved in providing advice on strategies.</p> <p>Main provision is by class or subject teacher. Pupil support used routinely in the classroom, with some limited targeted adult support provided by Learning Support Assistant (LSA) or other adult.</p> <p>Individual or small group tuition provided by Teaching assistant (under guidance), specialist teacher (or other specialist) and /or SENCO.</p> <p>Pupil support used routinely in the ordinary classroom with sustained targeted support provided by LSA or other adult.</p> <p>Individual or small group tuition is provided by Teaching assistant (under guidance), specialist teacher or other specialist) and/or SENCO.</p>	<p>Emphasis on differentiation for curriculum access. Possibly some specific reinforcement or skill-development activities in support of IEP targets.</p> <p>Emphasis on increasing differentiation of activities and materials.</p> <p>Some individual programming to support specific targets.</p> <p>Access to ICT and to specialist equipment and materials as necessary.</p> <p>Increasingly individualised programme (though within the context of an inclusive curriculum).</p> <p>May involve the use of specialist teaching and/or communication techniques, supported by appropriate equipment and materials *</p>

Pupils may be at different points on each Strand at different times, in different contexts or during different lessons.

\* "Curriculum guidelines for pupils with learning difficulties".

## **Harlands Primary School Special Educational Needs Policy**

### **Appendix 3 – TRIGGERS FOR SEND PROVISION:**

**“Early Years Support” and “School Support”** describes the process within which the class teacher provides interventions that are additional to or different from those provided as part of the school’s usual differentiated curriculum and strategies

#### **Triggers for intervention at initial concerns for Early Years and School Support:**

- a child has made little or no progress even when teaching approaches are targeted particularly in a child’s identified area of weakness
- a child shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- a child presents persistent EBD needs which are not supported by the behaviour management techniques usually employed in the school
- a child has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- a child has communication and/or interaction difficulties , and continues to make little or no progress despite the provision of a differentiated curriculum

**Triggers for further concern and intervention involving outside agencies for Early Years Support and School Support:** This describes the process within which external support agencies will usually be involved with specialist assessments, advice and support to inform planning.

- a child continues to make little or no progress in specific areas over a long period
- a child continues working at NC levels substantially below that expected of pupils of a similar age
- a child continues to have difficulty in developing literacy and numeracy skills
- a child has behaviour, emotional and social development needs which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme
- a child has sensory or physical needs and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff , by a specialist service
- a child has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

**Request for EHCP** describes the process by which the LA responds to a request for a child who has demonstrated significant and/or complex cause for concern. Parents or school may make this request, which takes 20 weeks during which the child is supported at the School Support level. The school will provide written information about:

- school’s action through School Support
- individual learning plans for the child
- records of reviews and outcomes

- school details of the child's health and/or medical history
- N.C levels
- attainments in literacy and mathematics
- any specialist or external assessments
- the views of parent and child
- involvement of any other professionals or services

If an EHCP is then written, resources are targeted to the child and annual reviews of the EHCP take place in school.