

# Horton Mill Community Primary School

## SEND Policy and Information Report



SENCo – Gilli Garvey

Reviewed: September 2017

## SEND Policy and Information Report

At Horton Mill Community Primary School we believe that all pupils are individuals and we value their uniqueness.

We also believe that each pupil has the right to a full and appropriate curriculum, in a supportive learning environment, to enable them to achieve to their full potential.

We recognise that the class teacher has ultimate responsibility for the pupils within their class and that every teacher is a teacher of every pupil, including those with a SEND.

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. (See appendix for PLASC codes.)

They have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of others of the same age, or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Such needs may require additional support or opportunities for differentiated learning to enable the pupil to access all areas of the curriculum.

The following policy, alongside the SEND Information Report works within the guidance provided in the Special Educational Needs and Disability Code of Practice - September 2014 and the following legislation:

- Part 3 of the Pupils and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

### Aims

**We aim to:**

- **identify pupils with special educational needs and/or disabilities, including those that may be more able as early as possible**
- **provide effective support within school to meet a pupil's specific needs through a modified/differentiated curriculum or through enhanced adult support**
- **provide a physical environment which accommodates all pupils**
- **work in partnership with pupils, parents/carers and special education professionals**
- **hold regular meetings to discuss pupils whose needs have been identified in order to monitor their progress and agree outcomes and actions to achieve these outcomes**
- **address the issue of special educational needs and/or disabilities in all our school policy statements**
- **ensure that pupils experiencing special educational needs are considered when areas of the curriculum are resourced**

## **Special Educational Needs and Disability Provision**

- Early identification of a special educational need or disability is essential to enable a pupil to receive the appropriate support. Identification will be informed by our cycle of observing, planning, teaching, and assessment or 'assess, plan, do, review'.

### **The SENCo:**

- coordinates the day to day provision of education for pupils with SEND
- works with the class teacher, teaching assistants, parents and outside agencies in following the 'assess, plan, do, review' cycle.
- works with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- advises on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaises with other schools/agencies to ensure pupils and their parents are informed about options for the pupils and a smooth transition is planned
- works with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ensures the school keeps the records of all pupils with SEND up to date

### **Class teachers are responsible for:**

- the progress and development of every pupil in their class
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- working with the SENCo to review each pupil's progress and development and decide on any changes to provision

## **The Assess, Plan, Do, Review Cycle**

### **1. Cause for Concern**

- When an initial concern is raised regarding a pupil, the pupil is monitored for up to a term by the class teacher and SENCo and may access a differentiated curriculum or receive a low level of extra support within class.
- For some pupils, the need may be temporary and addressed at this level by High Quality Teaching.
- For other pupils a greater level of support/differentiation may be necessary. At this point, the pupil would be added to the SEND register and further discussion with the parents/carers would take place.

## 2. Single SEND Category

- School's and the parents'/carers' concerns are shared and through this discussion, outcomes will be agreed for the pupil, which will lead to actions being set in order to achieve the outcomes.
- Through analysis of the pupil's barriers to learning, the pupil will access appropriate intervention strategies/ a differentiated curriculum and /or support from a range of skilled adults within school.
- The special provision made for the pupil and the pupil's individual plan are recorded initially on a class provision map, followed by an 'integrated assessment plan' or an 'individual outcomes plan' where necessary.
- The class teacher remains responsible for the day to day planning and assessment for the pupil, supported by the SENCo and other support staff within the school.
- The pupil's progress is monitored termly, in line with the rest of the pupils in the class, and the effectiveness of the provision is evaluated. If the pupil is still not making 'adequate' progress or experiencing barriers to their learning, it may be necessary to seek the advice of an outside agency.

Adequate progress can be defined in several ways, i.e. Progress which:  
(from CoP Sept 2014)

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the pupil's previous rate of progress
- fails to close the attainment gap between the pupil and their peers
- widens the attainment gap

### Outside Agencies

- Parental/carer's permission will be sought to gain advice from any outside agency.
- An outside agency could be Educational Psychology, Quality and Effectiveness Support Team, Speech and Language Therapy, Hearing /Visual Impairment Service, Pupil and Adolescent Mental Health Service, Paediatrics, Special Schools' Outreach, the Pre-school Special Needs Service, etc.
- The outside agency, in consultation with the SENCo, will consider the strategies used to address the pupil's needs so far and offer further advice to support the pupil.
- Some kind of formal assessment may need to be carried out at this stage by the external agency.

Advice from an outside agency is sought when, despite receiving an individualised programme and/or concentrated support (that is 'additional to or different from' high quality teaching), the pupil:

- continues working at levels below that expected of pupils of a similar age and makes little or no progress in specific areas
- has emotional, social or mental health difficulties which substantially and regularly interfere with the pupil's own learning or that of the class, despite having an individualised management programme
- has sensory or physical needs, and requires additional regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

## **Person Centred Review Meetings**

- If a pupil continues to have a special educational need and/or disability, despite appropriate intervention strategies being accessed, a person centred review meeting takes place with the school, the parents/carers and any outside agencies that the pupil and the parents wish to include.
- As a result of the meeting, a set of outcomes for the pupil is agreed and actions to achieve the outcomes are put in place. These could be short, medium or long term.

## **Integrated Assessment Plan:**

- The person centred review meetings allow the partnership of school, pupil, parents/carers and other professionals to agree a plan to meet the pupil's needs, which will evolve into an Integrated Assessment Plan.

## **5. Statutory Assessment:**

When submitting a request for statutory assessment, school provides evidence of the interventions and support for the pupil, that despite being continued over a reasonable period of time, have had limited success. This includes:

- the school's action to support the pupil before and whilst on the SEND register
- levels in literacy, mathematics and personal, social development if necessary
- a record of review meetings and their outcomes
- the pupil's Integrated Assessment Plan
- reports regarding the pupil's health where relevant
- educational and other assessments e.g. Educational psychology reports
- views of the parent/carer and of the pupil
- involvement of other professionals, including social services or education welfare services

Whilst statutory assessment is being made the pupil will continue to be supported within school.

Parents/carers can also make a request for an assessment if they believe that their child has needs which are not being met through school based intervention.

The Local Authority will inform the parents/carers and school if a statutory assessment will be made within six weeks of the request, having considered the evidence seen.

## **Education, Health and Care Plans**

*Relevant legislation – Sections 36-50 of the Pupils and Families Act 2014*

*Regulations – The SEND Regulations – 2014*

*The SEN (Personal Budgets) Regulations 2014 (CoP – Sept 2014)*

- A local authority must conduct an assessment of education, health and care needs when it considers that it may be necessary for SEND provision to be made for the pupil or young person in accordance with an EHC plan. (CoP - Sept 2014)
- Parents/carers have a right to state their preferred school.
- When a pupil is issued with an EHC plan, the SENCo coordinates a review meeting to discuss the outcomes and ongoing actions within the plan.
- EHC plans are reviewed annually with the participation of parents/carers and relevant professionals and a report is sent to the authority. School monitors the pupil's progress towards the outcomes on a termly basis.
- We follow guidance and procedure as set out in the document - Special Educational Needs- Code of Practice Sept 2014.

## Allocation of resources

- A priority list is made of the pupils on the SEND register dependant on their level of need. Pupils with a statement or EHC plan being the first priority, then pupils within the single SEND category follow.
- The pupils with statements/EHC plans are allocated appropriate support to meet the requirements of their statement/plan. This may be in the form of one or more adults for 1:1 or small group support. It may also be in the form of specialist equipment or access to certain interventions.
- The allocation of support is then made based upon the level of need and the appropriate interventions for the specific pupils.

## Appendix

### PLASC Codes:

<b>Cognition and Learning:</b>		<b>Sensory and/or Physical Needs</b>	
Specific Learning Difficulty	SpLD	Visual Impairment	VI
Moderate Learning Difficulty	MLD	Hearing Impairment	HI
Severe Learning Difficulty	SLD	Physical Disability	PD
Profound and Multiple Learning Difficulty	PMLD	Multi-sensory Impairment	MSI
<b>Communication and Interaction:</b>		<b>Social, Emotional and Mental Health Difficulties</b>	SEMHD
Speech, Language and Communication Needs	SLCN	<b>Other</b>	
Diagnosis of Autistic Spectrum Disorder	ASD		

### EAL (English as an Additional Language)/SEND:

- We recognise the difference between an EAL need and a special educational need.
- If the pupil's needs are not met through our high quality teaching, further assessment is carried out, e.g. Home language assessment, referral to SALT, advice from QEST, etc. We then decide whether the need is EAL or SEND.
- Pupils entering the Foundation Stage and newly arrived pupils are given time to settle and become immersed in the language spoken in the Nursery setting/ classroom, before assessment is carried out and the possible identification of a special educational need.

### Inclusion:

- All pupils who have a special educational need and/or disability have access to a differentiated or modified curriculum relevant to their stage of development alongside all the pupils who do not have a special educational need. If necessary, withdrawal from class will be within a small group, unless a specific 1:1 intervention is being carried out, e.g. Support from the Hearing Impairment Service.
- All pupils are encouraged to take part in extra-curricular activities regardless of need and where necessary, the activity is modified or the pupil is supported, unless it is deemed unsafe for the pupil to participate.
- Access to the school has been modified to assist or increase access by those pupils with a physical disability, eg. Ramps to the outside doors, layout of classrooms that have a disabled pupil within the class, etc.

**Transition:**

- Transition between classes /key stages /new schools is carefully planned for those pupils with a special educational need, including visits to the new classes, communication with the new teacher, social stories about the new class, etc.
- Pupils entering nursery with a special need that has been identified prior to their arrival, are visited at home by the nursery teacher and the SENCo before they are due to start nursery. The SENCo works with the Pre-school Special Needs Service and Health Visitors to plan the pupil's transition into nursery. A closure meeting between Pre-school SEND and school is then carried out in the first term that the pupil is in nursery.

**Training:**

- Through the process of Performance Management for teachers and 'Job Chats' for teaching assistants, individual training needs are identified. The SENCo signposts staff to relevant courses.
- Whole school training is organised by the SENCo as the need arises.

**Governors:**

- School complaints procedures are followed in the event of a complaint being made regarding a pupil with SEND.
- Regular reports are made to the governing body regarding the effectiveness of the provision for pupils with SEND. There are named governors on the SEND committee.

## **Special Educational Needs and Disability (SEND) Information Report.**

Updated: February 2017

What types of SEND do we provide for?

There are many types of SEND for which we are able to adapt our provision to meet the child's needs. Please see the different types below:

<b>Cognition and Learning</b>		<b>Sensory and/or physical needs</b>	
SPLD	Specific learning difficulty	VI	Visual impairment
MLD	Moderate learning difficulty	MSI	Multi-sensory impairment
SLD	Severe learning difficulty	PD	Physical disability
<b>Social, emotional, mental health</b> SEMH		HI	Hearing impairment
<b>Communication and Interaction</b>		<b>OTH</b>	<b>Other difficulty/ disability</b>
SLCN	Speech, language and communication needs	NSA	SEN support, but no specialist assessment of type of need.
ASD	Autistic Spectrum Disorder		

**How do we identify and assess children with SEND?**

- All children within school are assessed on a regular basis and pupil progress meetings are held to discuss the children's progress.
- If a child fails to make progress over time, whilst accessing high quality differentiated teaching, the school will provide interventions to support the child and monitor the impact of the intervention.
- If the child continues to make inadequate progress, the school may ask an outside agency for a more detailed assessment of the child's needs.
- The child's progress is then assessed on a half termly basis through teacher assessment and appropriate assessment tasks.
- The class teacher discusses any concerns with the SENCo.
- Children with SEND are assessed using PIVATS – an assessment system that tracks very small steps in progress.

**Who is our special educational needs co-ordinator (SENCo) and how can she be contacted?**

- Mrs Garvey is the SENCo.
- She can be contacted through the class teacher, by ringing the office (0161 770 5870) or by calling in to see her in the mornings and evenings when you come to bring or collect your child from school.

**What is our approach to teaching children with SEND?**

- We are a very inclusive school and as far as possible, we make adjustments to the curriculum/ learning that allow the child to be taught alongside their peers.
- The school is very good at supporting children's well-being by having a very child-centred ethos and an extremely positive approach to behaviour management.
- Children may also access interventions through small group /1:1 work with a member of the teaching team.
- Specialist equipment may be provided if necessary.
- Support from the learning mentors for issues regarding social, emotional needs can be accessed, where appropriate.
- Class teachers differentiate lessons to support children in overcoming any special needs or barriers to learning that they may have.

### How do we adapt the curriculum and learning environment?

- We consider each child's needs individually and adapt the curriculum and/or environment to meet such needs.
- For example - A child who has a need linked to reading may access some precision teaching on a 1:1 basis daily or a small group guided reading intervention.
- If a child may need to walk at times with a frame, the classroom would be adapted to give them the space to do this.
- If a child has a speech and language need, they may access a programme devised by the Speech and Language Therapy service, etc.

### How do we enable children with SEND to engage in activities with other children who do not have SEND?

- We actively encourage our children with SEND to participate in every aspect of school life and wider opportunities by giving them the support they need to enable them to access all activities.
- If an activity is ever deemed to be unsuitable for a child with a specific need, we would endeavour to offer an alternative activity, but as far as possible, this would also be alongside their peers.
- As a school that embraces diversity, children with SEND have very positive, inclusive opportunities.

### How do we consult parents of children with SEND and involve them in their child's learning?

- Parents are welcome to come into school each morning and be actively involved in their child's learning for the first part of the day.
- They are also welcome to discuss their child's learning with the teaching team at an appropriate time throughout the term.
- On a termly basis, parents will be invited to attend a parents' evening or a person centred review concerning their child's learning and progress.
- Outcomes for the children and strategies to achieve the outcomes are discussed with children and families.

### How do we consult children with SEND and involve them in their education?

- Children receive constant verbal and written feedback about their learning within the classroom/ the learning environment.
- The children are invited to the meetings/reviews that their parents attend on a termly basis.
- The child's views are always taken into account when developing their one page profile which sets out what they find tricky, what is important to them, etc.
- If this is inappropriate due to the age or stage of the child, we adapt our approach to meet the needs of the particular child, e.g a teaching assistant may have a chat with the child on a 1:1 basis before the review takes place or pictures may be used to support the child's communication.
- 'Assessment for learning' strategies are used throughout school, to enable children to share their level of understanding throughout their learning.

### How do we assess and review children's progress towards their outcomes?

- Children's progress is constantly being reviewed and assessed within the classroom in many ways – through observation, questioning, feedback from members of the teaching team, marking, etc.
- Within the person centred review, children's outcomes will be evaluated to assess the progress made towards achieving such outcomes.
- Feedback will be considered from all people involved – parents, the teaching team, the child, any outside agencies that may be involved with the child.

### How do we support children moving between different phases of their education?

- Before entering Nursery, if we are made aware that a child has a special need, the SENCo liaises with the health visitor, the nursery teacher, the parents and any other professionals involved with the child, before they enter Nursery.
- A transition plan is put in place to enable the child's needs to be met as soon as possible on entering Nursery and to minimise any anxiety/ distress they or their family may experience.
- Within school, when the child moves from class to class, the transition is planned to minimise the stress that change may cause. Children may visit their new class well in advance and on a regular basis, before moving, etc.
- The present teacher and the future teacher liaise well to discuss any strategies for supporting the child and overcoming barriers.
- When leaving our school, the SENCo liaises with the secondary school and if necessary arranges an extended transition plan for the child.

### How do we support children with SEND to improve their emotional and social development?

- Within school, we have interventions that address such needs, eg Lego Therapy.
- There are two learning mentors who work with children and families to support social/ emotional development.
- Where appropriate, we refer children to outside agencies for more specialised help with these needs.
- At times, we have outside agencies that come into school to deliver interventions to meet children's emotional/ social needs, eg MIND.

### What expertise and training do our members of staff have to support children with SEND?

- The members of the teaching team have built their knowledge over the years regarding supporting children with SEND by attending training, both in school and externally.
- Some training has been whole school bespoke training around specific areas of need, eg dyslexia, autism.
- Some training has been specific to a particular child's or group of children's needs.
- The SENCo has been a part of many of the Local Authority's work-streams regarding SEND reforms and the SEND hub, which shares up to date information and allows the school to network with other local schools.
- We have a very reflective teaching team who research information if they are met with a specific need which may be new to the school.

### How do we access specialist expertise?

- If the school feels the need for external support to identify, assess or give advice concerning a child's needs, the SENCo contacts the relevant external agency with the consent of the parent.
- The SENCo liaises with:
  - QEST team – a team of specialist teachers
  - Educational Psychologists
  - Child Development Service
  - Healthy Young Minds
  - Health Visitors
  - Pre-school AEN Service
  - Paediatricians, consultants and GPs
  - Hearing Impairment and Visual Impairment/Physical Disability Team
  - Physiotherapy
  - Speech and Language Therapy
  - Any other service that may be involved with a child with needs

### How do we ensure our school is accessible to all children?

- The school is built on one level, with ramps up to the main doors to allow access to wheelchair/walking frame users.
- Parents of children with a disability are able to use the main car park to bring their children to and from school.
- All outside play areas are level with easy access to them all.
- We have a disabled toilet with a frame to support users.
- We have a changing table for children who may have specific medical needs.
- Where a need arises for specialist equipment or facilities, the SENCo liaises with the Local Authority services or the NHS to secure appropriate equipment, eg, writing slopes, iPads, visual timetables, enlarged print,
- We take regular advice from outside agencies regarding pupils' specific needs and follow any recommendations provided to us.
- For children with a disability, we have a Personal Emergency Evacuation Plan that is regularly reviewed, shared and updated.

### How do we involve other organisations in meeting the needs of children with SEND and supporting their families?

- Health and social care services may be involved in meeting the needs of children with SEND, by the sharing of reports, informal contact with the SENCo or through attending multi agency meetings where the needs of a child are discussed alongside the family.
- Families may be referred to Early Help to enable them to be signposted to a specific type of support.
- POINT (Parents of Oldham in Touch) offer support to families of children with SEND in Oldham – contact details are available in school.
- If a child has complex, long term needs, the Local Authority may be asked by the school to carry out a statutory assessment of the child's needs, following which, the child may be given an Education, Health and Care plan. The plan provides a framework to meet all of the child's needs.

### How do we evaluate the effectiveness of our SEND provision?

- As part of the whole school evaluation process, we evaluate the effectiveness of our SEND provision by considering many aspects:
  - Learning opportunities for children
  - Social/ emotional development
  - Progress towards the children's outcomes
  - Narrowing any gaps between them and their peers
  - The extent of their inclusion within school

### How do we handle complaints from parents of children with SEND about provision made at the school?

- We have strong relationships with our parents and really value their involvement, so hopefully, they would feel confident to raise any concerns they may have with the school. These would be dealt with in a considered and sensitive manner.
- If, however, a complaint is necessary, the school's complaints procedures would be followed. Details to be given by the office staff.

### Who can parents contact if they have concerns?

- Parents can contact either the class teacher, the SENCo or the Head-teacher to raise any concerns.
- We welcome communication between our families and school which enables concerns to be kept to a minimum.

### Where can the LA's local offer be found and how have we contributed to it?

- The LA's Local Offer can be found on the Oldham Council website.
- The Local Offer gives families lots of information about services which are available to them throughout the Oldham borough.
- The school has entered the details on the website.