

Horton Mill Community Primary School

SEND Policy and Information Report



SENCo – Gilli Garvey

Reviewed: September 2019

Agreed with Governors: 14.10.19

Horton Mill Primary SEND Policy

This policy sets out the procedures for Special Educational Needs and Disabilities (SEND) in Horton Mill Primary School.

Please refer also to the SEND information Report on the school website.

Our Vision & values

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.

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
- ensure that pupils with SEND become confident individuals living fulfilling lives

SEN definition

“Special educational needs (SEN)

xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

• has a significantly greater difficulty in learning than the majority of others of the same age, or

• has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach

compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

(SEND Code of Practice 2015: pg. 15)

Early years

All children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and
- become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education. (Code of Practice 5.1)
- *Practitioners working with children 0-5 years can access the SENDCO Toolkit and SENDCo self-assessment guidance via Oldham Council web site. Additional information on the web site includes documents to implement the Graduated Response; 4+1, person centred review, SEN support documents with prompts and other useful information for the Early Years sector.*

Definition of SEND

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. (Code of Practice 6.15)

Children or young people will have needs and requirements which fall into at least one of the four areas, frequently more than one. The areas of need are:

- **Communication and interaction**- eg speech and language difficulties, autistic spectrum disorder
- **Cognition and learning**- eg dyslexia, dyspraxia, dyscalculia or general learning difficulties
- **Social, emotional and mental health**- eg children/young people who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, where these are the main presenting needs
- **Sensory and/or physical impairment**- eg visual impairment, deafness, milder hearing impairment, physical difficulties (Code of Practice 6.28-6.35)

It is important to note that not all behaviour issues are linked to social, emotional and mental health and may reflect other underlying difficulties.

Children and young people with some health or disability conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition (Code of Practice Xviii)

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability.

Difficulties related solely to limitations in English as an additional language are not SEN. (Code of Practice 6.24)

Guidance

This policy complies with the statutory requirements laid out in the SEND Code of Practice (January 2015) and has been written with reference to the following guidance and documents:

National

Equality Act 2010: advice for school DfE Feb 2013

SEND Code of Practice 0-25 (revised January 2015)

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 (September 2013)

The Early Years Foundation Stage (EYFS) framework

Teachers Standards 2012

Oldham's Local Offer (include link)

Education & learning settings own documents & policies

Accessibility policy & plan

Behaviour policy

Safeguarding policy

Admissions policy

GDPR policy

Mental health & wellbeing policy

Roles & Responsibilities

Class teacher

Each class teacher is responsible for:

- *The progress and development of every pupil/young person in their class through high quality teaching/ quality first teaching*
- *Working closely with any teaching assistants or specialist staff to plan and assess the impact of the support and interventions and how they can be linked to classroom teaching*
- *Working with the SENCO to review each pupil's/ young person's progress and development and decide any changes to provision*

- Provide information, reports or attend review meetings based on the person centred principles

SENCO

The SENCO is responsible for:

- Working with the Headteacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school.
- Having day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those with EHC plans.
- Providing professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils/ young people with SEN receive appropriate support and high quality teaching.
- Advising on the graduated approach to providing SEN support.
- Evaluate process and practice to improve outcomes
- Advising on the deployment of the school's delegated budget and other resources to meet pupils'/young peoples' needs effectively.
- Being the point of contact for external agencies.
- Liaising with potential next providers of education to ensure pupils/young people and their parents are informed about options and a smooth transition is planned.
- Working with the Headteacher and the Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensuring the school keeps the records of all pupils/young people up to date.

Headteacher

The Headteacher will:

- Work with the SENCO and the SEN Governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or disability.

SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at Governing Board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the SENCO and the Headteacher to determine the strategic development of the SEN policy and provision in the school and to evaluate the effectiveness of procedures and impact of the interventions

Monitoring & Evaluating

Through regular review meetings the school will monitor the outcomes using the person centred principles, involving the young person, parents, classteacher, SENCo, teaching assistant and other professionals as

appropriate. The graduated response model of assess, plan, do, review is used (Code of Practice 6.45-6.56).

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.

Transition

- Transition between classes /key stages 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.
- Transition between this school and a subsequent school involves carefully planned visits, discussion with the SENCo, timely delivery of relevant documentation.
- 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.

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

Complaints

Please refer to the school website for the school's complaints procedure.

Date policy was reviewed and agreed by staff and governors:

October 2019