



Hillary Primary School

SEND Policy

Reviewed Sept 2016.
To be reviewed: Sept 2018
This policy is reviewed every 2 years

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act

2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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.

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March comes into force from the 1st September 2014. A new SEND Code of Practice also accompanies this legislation. More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Walsall that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. More information can be found on Walsall Council website: http://cms.walsall.gov.uk/index/sen_and_disabilities.htm

Mission statement

At Hillary Primary School we are proud to provide a safe, stimulating and inclusive learning environment. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We believe that all children should be valued equally, irrespective of individual differences within the protected categories of the Equality Act of 2010.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced academic and social education. This includes the National Curriculum in line with the Special Educational Needs (& Disabilities) Code of Practice.

Objectives

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- **To monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the Inclusion Manager and Head teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **To work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **To work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Speech and Language Therapy, Birmingham Advisory Teacher service, Adult Mental Health Service CAMHS and Walsall SEND Team.
- **To create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged throughout school by wider opportunities such as school council, prefects, library monitors, choir, mentoring, homework club, residential visits, school plays, sports teams and buddies in the playground.

2. Responsibility for the coordination of SEND provision

· The Inclusion Manager, together with the Head teacher and Governors will monitor the quality and effectiveness of provision for pupils with SEND.

3. Arrangements for coordinating SEND provision

The Inclusion Manager will hold details of all SEND records for individual pupils.

All staff can access:

- The Hillary Primary School SEND Policy;
- A copy of the full SEND Register (via Inclusion Manager).
- Guidance on identification of SEND in the Code of Practice (See SEND Identification Request Form)
- Information on individual pupils' special educational needs, including target trackers and interventions.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information available through Walsall's SEND Local Offer. This way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

4. Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Please refer to the information contained on Walsall Council's website.

5. Specialist SEND provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.

- We have support from specialist teachers/support staff for accessing the curriculum and extra work on SEND related needs (speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties; autism, educational psychologist, Walsall SEN Team).
- We get support from local authority services e.g. Early Years SEN Team, Advisory Teachers
- We get support from Speech and Language Therapy (SaLT) to train our staff; advise on strategies and programmes; we refer pupils for assessment if we believe they need a period of therapy.
- We get support from occupational therapy for pupils who need assessment, e.g. for special seating or writing equipment.
- We get support from physiotherapy for pupils who need it.

6. Facilities for pupils with SEND

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

7. Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding (High level needs HLN) is retained by the local authority. This is accessed through the Family of Schools. The Inclusion Manager will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the Inclusion Manager, Senior Leadership Team and Governors to agree how the allocation of resources is used. We will also use school information to identify those that are also Pupil Premium, to ensure adequate resources are in place, for at least good progress to be made.

8. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy.

There are 4 broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

A graduated approach:

Identification:

Identifying pupils who have SEND

All pupils progress at different rates, but where pupils fail to achieve adequate progress, despite having access to a differentiated programme, then their parents and teachers will be informed that the pupil has special educational or additional needs. Appropriate provision to meet the pupil's needs will be identified and discussed with the pupil and parent.

Lack of adequate progress may be identified

by:

- Little or no progress despite the use of targeted teaching approaches.
- Significantly slower progress than that of their peers starting from the same baseline.
- Working at levels significantly below age related expectations, particularly in English or Maths.

- Presenting with persistent emotional, social or mental health difficulties, where numerous interventions have been deployed by pastoral support.
- Sensory or physical problems that result in little progress despite the provision of appropriate aids or equipment.
- Information received from a child's previous school if the child transfers to the Hillary Primary from another school.
- Considering information and assessments received from other professionals eg Health Service
- Monitoring information of pupil progress in subjects or by class teachers which may raise concern
- Referral by class teacher/s who may have specific concerns

The first response to concerns raised about a pupil's progress will be high quality teaching targeted at their areas of weakness. This will be addressed through

Additional Needs.

Where the progress continues to be less than expected and an Assess - Plan - Do - Review process has been carried out, the teacher will liaise with the SENDCo and the School's Educational Psychologist to assess whether the child has SEND.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four - part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, Inclusion Manager, Pupil Premium lead as appropriate and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the Inclusion Manager.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the Inclusion Manager will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- Inclusion Manager
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. 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. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEND Local Offer:

http://cms.walsall.gov.uk/index/education/sen_and_disabilities.htm or by contacting the Parent Partnership Service on: 01922 650330

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Walsall Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the Inclusion Manager will consult with the child's parents for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

Planning and Reviewing Provision for Individual Pupils

The strategies that will be employed for pupils identified as having SEND will be recorded in an Individual Target Tracker (TT) reflecting provision that is additional and different from normal differentiated provision. Contents of the TT/Provision include:

- Short term targets for the child
- Teaching strategies to be used
- Additional provision to be put in place
- When the plan is to be reviewed and evaluated, with the outcomes of the targets

The TT will be communicated to all staff who support the pupil's learning as well as parents, the pupil and other professionals. TTs will be reviewed termly, by the class teacher, parent and child.

10. Inclusion of pupils with SEND

The Head teacher and Inclusion Manager oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate.

Advice will be sought from the Exclusions and Reintegration Team for children who have behavioural concerns. Where a behavioural incident warrants exclusion, schools have a duty to inform this service.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of discussions and through progress meetings with parents. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. SEND provision and interventions are recorded on an individual target tracker and year group provision maps, which are updated when the intervention is changed. (This should be no longer than the period of half a term). These are updated by the class teacher and are monitored by the Inclusion Manager. These reflect information passed on by the Inclusion Manager and previous teachers at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the Inclusion Manager and information is fed back to the staff, parents and Governors. This helps to identify whether provision is effective.

12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher or Inclusion Manager, who will be able to advise on formal procedures for complaint.

13. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The Inclusion Manager attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all of our staff on SEND issues and we have funding available to support this professional development. The Inclusion Manager, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will be brought to the attention of the Inclusion Manager who will then inform the child's parents.

15. Working in partnerships with parents

Hillary Primary School believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The Inclusion Manager may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

d) If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND Governors (Jane Maynard and Linda Pearson) may be contacted at any time in relation to SEND matters.

16. Links with other schools

Hillary Primary School works in partnership with the other schools in Walsall, including Rushall Primary Advisory Service.

17. Links with other agencies and voluntary organisations

Hillary Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The Inclusion Manager is the designated person responsible for liaising with the following:

- Walsall Education Psychology Service
- Behaviour Support Service
- Social Services (Early Help Team)
- Speech and Language Service
- Specialist Outreach Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

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