

**HIGH STREET PRIMARY
SCHOOL**

SEND POLICY



REVIEWED OCTOBER 2016

Special Educational Needs and Disabilities (SEND) Policy

This policy outlines High Street Primary School's approach to Special Educational Needs and Disabilities (SEND) pupils; their identification, management, opportunities, provision and the overall programme.

"All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential."

Special Educational Needs Code of Practice: 0 – 25 years (2014:92)

The Governors and staff of High Street Primary School have accepted the duties and responsibilities placed upon them by the 2014 Children and Families Act and have adopted the principles of the 2014 SEN Code of Practice with regard to children with SEND.

The Special Educational Needs Coordinator (SENCo) is Mrs. Nicola Keeler.

Mission Statement

At High Street Primary School, we are fully committed to inclusion. Children with special educational needs are given every opportunity to participate in the full range of activities and are encouraged to achieve their full potential. We create a happy, caring and stimulating environment where everyone feels valued, enabling them to be the best they can be.

Aims for SEND:

- To make early identification of children with SEN.
- To integrate SEN children into the full academic and social life of the school.
- To provide work appropriate to the needs of the children and encourage them to achieve their full potential.
- To improve confidence and encourage a positive self-image.
- Where necessary, to seek advice from outside agencies to ensure the best possible support for the child.
- To liaise fully with parents in the best interests of the child.

Definitions of SEND:

- The terminology which High Street Primary School will use to define SEND will be:
- Children have SEN if they have a learning difficulty which calls for special educational provision to be made for them.
- Children have a SEND if they fall within the definition of **1.** or **2.** below, or would do so if special educational provision was not made for them:
 - A significantly greater difficulty in learning than the majority of children of the same age.

- A disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of Plymouth Local Authority.
- Children must not be regarded as having a learning difficulty solely because their home language is different from English.
- Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools, other than special schools, maintained by the Plymouth Local Authority area.
- For the purpose of this policy, a child will be seen as having a disability if he/she has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

[Adapted from the SEN Code of Practice (2014)]

Identifying Children and Young People with SEN and Assessing Their Needs

All pupils at High Street Primary School access at least good and the majority outstanding quality teaching which takes account of pupils differing needs. If staff become aware that a child may require additional support, the following actions may be taken.

Monitoring Progress

- All pupils access at least good quality teaching which takes account of pupils' differing needs. The process is thoroughly monitored by the School Leadership Team.
- Staff monitor the progress of all children closely, including those children with Special Educational Needs (SEN). We are aware that some difficulties only become evident as children grow and develop and are committed to the process of identifying needs early.
- Pupils' attainment is formally assessed three times a year and this information will be shared at Parents Evenings and in School Reports annually.
- Children will not be regarded as having Special Educational Needs solely because English is not their first language. The assessment of Special Educational Needs for children with English as an additional language will take into account your child's progress in the curriculum.

Identifying Needs

- We believe that early identification is essential if children are to make the best possible progress.
- Teaching and support staff are provided with regular training and guidance around identifying a child's needs.
- If staff notice that a child may require additional support, parents/carers will be consulted. We may invite them to discuss these concerns with the class teacher or

the SENCo. The school believes in involving parents/carers in every aspect of planning and decision making as we sincerely value their opinion.

- If a child has an Individualised Education Plan (IEP), their class teacher will meet with the parent three times a year to review a child's progress against their targets and also discuss what the next steps will be. We are keen for children to be part of this process as they have an important voice which we must listen to, therefore we encourage children to attend these meetings too.

Assessing Needs

- Planning will begin with the child and take into account their views.
- Once a child's needs have been identified, the type of provision planned for and the review period will be decided. If a child takes part in an intervention, progress will be monitored and reviewed every 6 weeks.
- The school seeks advice from a number of advisory services and outside agencies including the Educational Psychology Service, Child and Adolescent Mental Health Service (CAMHS), Speech and Language Service, Local Authority Services, Communication Interaction Team (CIT), voluntary organisations and the Multi Agency Support Team (MAST). You will be consulted if the school feel that a referral to one of these agencies is needed.
- As an Excellence Cluster school, we are able to access a range of support, such as the Art Therapist, School Counsellor, Learning Mentor and Family Support Worker.
- We also provide a speech therapy service through Dame Hannahs. This service provides advice for teachers, individual and group therapy sessions and training to parents and staff. The school holds regular Pupil Progress Meetings to monitor childrens' progress and to hold teachers to account, as every teacher is responsible for the progress of pupils with SEN within their class.
- The school understands the importance of pupil feedback and therefore your child will have the opportunity to provide self-assessments against their Individual Education Plan targets and on the monitoring sheets for any interventions which they take part in.

The Three levels of Intervention

At High Street Primary School, all teachers aim to ensure that the level 1 provision is always intact; this is known as High Quality Teaching. However, in some cases we do recognise that some pupils will need extra provision, which is **different from** and **in addition to our daily High Quality Teaching**. We therefore, provide them with level Two or Three Interventions, also known as Targeted Intervention and SEN Support.

Targeted Intervention

Targeted Intervention provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop Literacy or Numeracy skills (Moderate or Specific Learning Difficulties).
- Additional support is required for Social, Emotional and Mental Health difficulties.
- Additional support is required for Speech, Language and Communication and Interaction Needs (especially when a child has been signed off from the Speech and Language Therapist).
- Additional support is required for Sensory or Physical impairments.

There are likely to be two groups of children recorded at targeted Intervention.

1. Children who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.
2. Children whom we consider to have more severe or longer term needs that are likely to result in Wave Three Interventions and become SEN Support.

Where needs are similar, it is appropriate to support these children within a group, focussing on the common needs. The groups may be taught by the class teacher and also supported by a TA. The responsibility for planning for these children remains with the Class Teacher, with consultation from the SENCo if needed. Class Teachers will record all of this information and monitor the effectiveness of it on their Provision Maps and Monitoring Sheets all stored within their SEND Folders.

SEN Support

Provision at this level always includes the involvement of external and specialised services. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

SEN Support would be indicated where there is evidence that the level and duration of the child's additional needs are such that the child:

- Continues to make little or no progress in the areas of concern
- Continues working at National Curriculum levels substantially below that expected of children of the same age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others learning
- Has sensory or physical needs which required additional specialist equipment or regular advice or visits from a specialist service

School request for an Education, Health and Care Plan

For a child who is not making adequate progress, despite a period of support at SEN Support, and in agreement with the parent/carers, the school may request an Education, Health and Care Plan.

Wherever possible, the SENCo will be responsible for the completion of all relevant paperwork and all strategies. However, the Class Teachers are best placed and most qualified to report on a child's capability where professional advice about the child is sought.

Education, Health and Care Plan (EHC)

A child who has an Education, Health and Care Plan will continue to have arrangements as for SEN Support, with possible additional support provided through the Plan.

There will be an Annual Review, chaired by the SENCo within school, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the Plan or to the funding arrangements for the child. Parents/Carers, Class Teachers, TA's and reports from outside agencies are invited to the review. This evidence is then sent to the Local Authority who may decide on any alterations to the present statement.

Adaptations to Curriculum

High Street Primary School makes appropriate use of the resources in its delegated budget to support children with additional needs. The school uses a multi-agency approach to supporting children with Special Educational Needs.

- The majority of children with Special Educational Needs at our school will have their needs met through the use of planned provisions, focused interventions and quality differentiated teaching.
- If a child has very complex needs (and despite very focused intervention, is not making progress) the school may decide to progress with an Education, Health and Care Plan (EHC), with the support of outside agencies.
- Through quality teaching and assessment, staff will recognise the progress of children and review their needs. If your child is not making expected progress, a number of strategies will be used to support them. These strategies may include changes to teaching approaches; changes to the classroom organisation; adapted resources including visual timetables, reward charts, coloured overlays, visual reminders, concentration aids and bespoke interventions.

Parental Involvement

At High Street Primary School we consider it essential to involve and inform parents at every stage.

- We recognise the value of parental support and, whenever possible, like to work as a team in the best interests of the child. Parents are encouraged to support their child in a variety of ways at home and, where appropriate, in school. Teaching staff and the SENCO are available to advise parents when it is required.
- Where IEPs are in place, they are shared with and agreed by the parents or guardian. Where a child is the subject of formal assessment, every effort is made to offer guidance and support and parents are advised of the Parent Partnership Project or through our Parent Support Advisor.

Supporting Pupils and Students in Moving Between Phases of Education

High Street Primary School believes that the child and their family are at the heart of the planning process.

- The school follows the Local Authorities Transition Programme. If the school feel that a child needs an enhanced transition, the child's name will be put forward to the secondary school. An enhanced transition may mean that a child makes more visits to the new setting.
- The school uses the Local Authorities Early Alert system to begin the transition process for children with more complex needs, entering the Foundation Stage as early as possible.
- The school benefits from a strong link between the Nursery and Reception, ensuring a positive transition with minimal disruption and change for the child. The school has also established strong links with other feeder settings.
- Transitions are bespoke and tailored to the needs of each child.
- High Street Primary School has an open admissions policy and supports the Authority's policy of inclusion. Every request is considered, based on its own merits; the needs of the child, the suitability of the school site and the effect it may have on other children.

Access to Extra Curricular Activities

- The school encourages an ethos of inclusivity, where steps are taken to prevent disabled children being treated less favourably.
- When appropriate the school refers to Inclusion Works for support for SEN pupils to access extra-curricular activities.
- The school provides child care facilities from 8am until 5pm through the use of Breakfast Club and After School Club which are both fully inclusive to Reception plus children.

- The SENCo monitors SEND pupil's engagement with extra-curricular activities and ensures that staff providing extra-curricular activities are aware of the needs of SEND pupils.
- The school has an up-to-date Disability Equality Scheme and Accessibility Plan Policy which pays regard to the Equality Act 2010 guidance for schools and is regularly updated.

Supporting Emotional and Social Development

High Street Primary School provides a safe environment for children and recognises that the wellbeing of all children includes physical, mental and emotional wellbeing, as well as protection from abuse.

- The school has an up-to-date Anti-Bullying policy which is regularly updated. This can be accessed on the school website.
- High Street Primary School recognises that children have important insights into their needs and aspirations and it is for this reason that the school adopts a 'Person Centred Planning' approach. Planning begins with the child and takes into account their views and their families views, putting them at the heart of the planning process.
- The school actively encourages the participation of the child and their Parents/Carers.