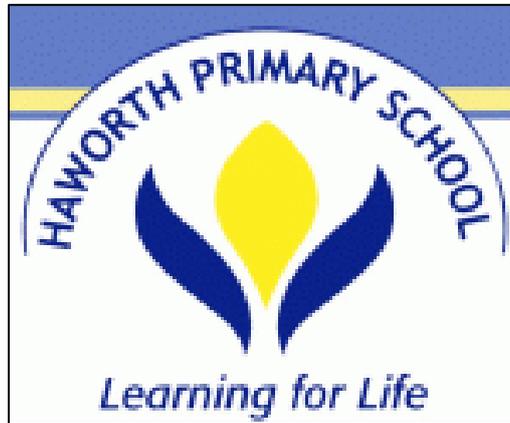


Haworth Primary School



Special Educational Needs and Disability (SEND) Policy



HAWORTH PRIMARY SCHOOL

Special Educational Needs and Disability (SEND) Policy

KEY: SEND Special Educational Needs and or Disabilities

LA – Local Authority

SENCO's – Special Educational Needs Co-ordinator s

ILP – Individual Learning Plan

EHCP – Education, Health and Care Plan

Rationale:

Haworth Primary School is committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. We have the same high expectations for our educational aims for children with Special Educational Needs and/or Disabilities (SEND), as we do for all children in school.

The school believes in the development of self-respect and enthusiasm for learning in all children, helping them to grow in confidence, at their own rate of learning. It is the policy of Haworth Primary School to actively encourage the involvement of staff, pupils and parents in the education of children with Special Educational Needs and/or disabilities (SEND). We believe in the importance of the promotion of their physical, social, emotional, spiritual and academic development and encourage families and school to work in partnership. The children have the opportunity to develop to their full potential with the guidance and support of their class teacher, the SEN coordinators (SENCO), the Inclusion Team, support staff and other services.

Aims:

Through the implementation of this policy, Haworth Primary School aims:

- For the fullest possible inclusion of pupils with special educational needs and/or disabilities in the whole life of the school.
- To provide early identification of pupils who have special educational needs.
- To work in close partnership with parents and other identified adults, to remove barriers to achievement and provide the best possible education for the child.

- To ensure that pupils are given appropriate support in order to achieve and access the curriculum.
- To ensure that pupil's educational needs are addressed, while recognising their entitlement to be part of the school in terms of its curricular and social activities.
- To maintain and develop the expertise and experience of all members of staff in understanding and providing for pupils with learning difficulties and/or disabilities.
- To use agreed processes for identifying needs and targeting resources, including support staff, according to identified need.
- To meet the school's legal obligations, working within the guidance provided in the SEND Code of Practice, 2014.

Objectives:

At Haworth Primary we know precisely where children and young people with SEN are in their learning and development through regular monitoring:

We ensure that:

- every child has access to a broad and balanced curriculum, including the National Curriculum;
- decisions are informed by the insights of parents and those of the children and young people themselves;
- children have high ambitions and we set stretching targets for them;
- staff track their progress towards these goals at least termly;
- additional or different provision that is made for them is kept under review;
- all staff promote positive outcomes in the wider areas of personal and social development, and ensure that the approaches used are based on the best possible evidence and are having the required impact on progress;
- links are maintained with other schools and external agencies;
- the SEND Policy is evaluated and monitored by staff and Governors on an annual basis;
- Staff, Governors and parents are aware of the school's SEND and Inclusion Policy.

In addition the school has a designated special provision (DSP) for children with severe and specific speech and language difficulties which can accommodate up to 12 children. This provision is funded by the LA and can provide for children outside the local catchment area.

What are Special Educational Needs (SEN)?

Haworth Primary School adopts the definition of Special Educational Needs as stated in the Special Educational Needs and Disability Code of Practice: 0-25 years (DfE, July 2014). Children have Special Educational Needs 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 he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age.
- 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.

Children must not be registered as having a learning difficulty solely because their home language is different from the language in which they will be taught.

Special Educational Provisions [SEND Code of Practice (DfE, July 2014)] means:

- Educational or training provision that is additional to, or different from, that made generally for other children of the same age. for children aged two or more

Within school, pupils with SEN are identified on the school SEND list as needing SEN support, so that provision to meet their needs can be routinely planned for. As children progress, they may be taken off the list at a future point when their needs no longer require Special Educational Provision.

What is a disability?

Haworth Primary School adopts the definition of disability as stated in the Equality Act 2010. This defines disability as 'a child or young person who has a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal, day to day activities'. This definition includes sensory impairments; such as those affecting sight and hearing and long term health conditions such as asthma, diabetes, epilepsy and cancer.

Children with a disability do not necessarily have a Special Educational Need although there is a significant overlap. Where a child or young person requires Special Education Provision, they will be covered by the SEN definition.

Arrangements for Co-ordinating Special Educational Needs Provision:

Haworth Primary School is a mainstream primary school with experience of supporting pupils with a range of differing needs. The four areas of Special Educational Needs include:

1. Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty communicating with others. Children and young people with Asperger's Syndrome and Autism may also have difficulties with language, communication and social interaction. EAL Learners may also fall within this category. At Haworth we have a DSP provision for children with Autism.

2. Cognition and Learning

Children and young people with learning difficulties, despite appropriate differentiation, may require additional support. Learning difficulties include specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

3. Social, Mental and Emotional Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These include becoming withdrawn or isolated, showing signs of attachment disorder, displaying challenging, disruptive or disturbing behaviours, anxiety and/or depression, self-harming, substance misuse, eating disorders or physical symptoms which are medically unexplained.

4. Sensory and or Physical

Children and young people may have a disability which prevents or hinders them from making use of the educational facilities provided. These include vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD). These areas give an overview of the range of needs. Individual children often have needs that cut across all these areas and their needs may change over time.

All the teachers at Haworth Primary are teachers of children with Special Educational Needs. As such, Haworth Primary School adopts a 'whole school approach' to Special Educational Needs, which involves all staff adhering to a model of good practice. The staff are committed to providing for the needs of all children in an inclusive environment. Inclusion is regarded as crucial to this policy and the Inclusion Policy should be read in conjunction with the SEND policy. This means that all children with SEND are taught together with their peers for the majority of the time, being withdrawn for short periods for specific intervention support or when specialist provision cannot be incorporated in any other way due to practical consideration for the child and the class as a whole.

Roles and Responsibilities:

The Governing Body and Head Teacher are responsible for determining the general policy and the monitoring of provision for pupils with special educational needs and/or disabilities in Haworth Primary School. The Governing Body appoints a Governor with specific responsibility for SEND. Governors are regularly updated via the Headteacher's written report.

The SENCO's with the assistance of the Inclusion Manager are responsible for the day-to-day management of the Special Needs Policy throughout the school including liaison with relevant members of the Educational Support Services and other external agencies such as Health and Social Services.

All teaching staff are responsible for meeting the needs of the pupils in their teaching groups according to the Special Educational Needs Policy and managing the contribution of the relevant Support Staff to their progress.

Inclusion Team:

- The Headteacher – Helen Thompson
- School SENCO – Caron Stone
- DSP SENCO – Christopher Holdsworth
- The Inclusion Manager – Tracy Roe

All mainstream schools must appoint a designated teacher; the Special Educational Needs Co-ordinator, who is responsible for the day-to-day operation of the school's SEND policy and maintaining the SEND lists which include the medical lists. He or she will, with the support of Inclusion Team co-ordinate provision for pupils with SEND, monitor the provision mapping and liaise with parents, staff and external agencies.

As part of the graduated response, the Inclusion Team are responsible for:

- Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. The SENCO manages this.
- Tracking the progress of all children on the SEND record of need and monitoring the impact of provision for SEND pupils across the school.
- Reviewing provision to ensure that it effectively meets the needs of the children and completing any necessary referral documentation.
- Carrying out a range of screening assessments and recommendations for children and providing feedback to teachers and parents.
- Ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is getting
- involved in reviewing how they are doing
- part of planning ahead for them.
- Liaising with all the other people who may be coming into school to help support the child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND Record of Need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- To provide specialist support for teachers and support staff in the school, so they can help the child to achieve their potential.
- Supporting the child's class teacher to write personalised Learning Plans, also sometimes called Individual Education Plans (IEP) that specify the targets set for the child to achieve.
- Organising training for staff, so they are aware and confident about how to meet the needs of the child and others within our school.
- Convening appropriate Statement / EHC Plan reviews.
- Attending appropriate reviews, case conferences etc as necessary.
- Observing for the purposes of assessment where appropriate and possible.
- Monitoring the effectiveness and implementation of SEN provision.
- Liaising with the Head Teacher on SEN issues.
- Keeping Governors informed of SEN issues through the SEN Governor and Head Teacher.

The class teacher:

- To ensure all his/her pupils have full access to the curriculum with differentiated and modified teaching and learning approaches as appropriate to the needs of the pupils.
- To identify pupils who may have special educational needs and inform the SENCO.
- To keep the class SEND file up-to-date by the completion of the appropriate forms in line with the Code of Practice with support from the SENCO's as appropriate
- To lead termly reviews of provision for SEND pupils to which parents are invited to complete copies of agreed forms, including the formulation of Individual Learning Plan's, for parents and SENCO.
- To ensure the SENCO is made aware of any changes to the intervention provision map.
- To facilitate class based interventions, as detailed on the provision map through liaising with class based support staff.

- Compile transition plans for movement within school and to other schools.

The role of the SEN Teaching Assistant:

- Teaching assistants that are attached to children with EHCP's will be directed by the class teacher responsible for that child under the guidance of the SENCO's.
- The teacher will use the teaching assistant to make sure the recommendations laid down in the EHCP's are implemented.
- Teaching assistants not attached to children with EHCP's, will work under the line management of the SENCO's for their hours allocated to SEN work, with day to day direction provided by the class teacher.

Other adults in the classroom:

- It will be the responsibility of the class teacher to ensure all adults, including supply teachers, are aware of the needs / difficulties of the SEND pupils they are working with as appropriate.

SEND Governor:

- A member of the Governing Body also takes a special interest in SEND, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

Ranges of Support:

Cause for Concern/Ongoing Monitoring

This is an informal stage, prior to a child being considered as having a Special Educational Need, where class teachers identify a concern about the educational needs, and/or academic progress of a pupil. New targets and strategies will be set and discussed with the Special Educational Needs Co-ordinator (SENCO), class teacher and parents. Pupils maybe flagged as a cause for concern due to slow progress and low attainment through pupil progress meetings. These pupils may not be considered to have SEND, but may require specific targets in order to make progress using varying interventions and strategies.

SEN Support

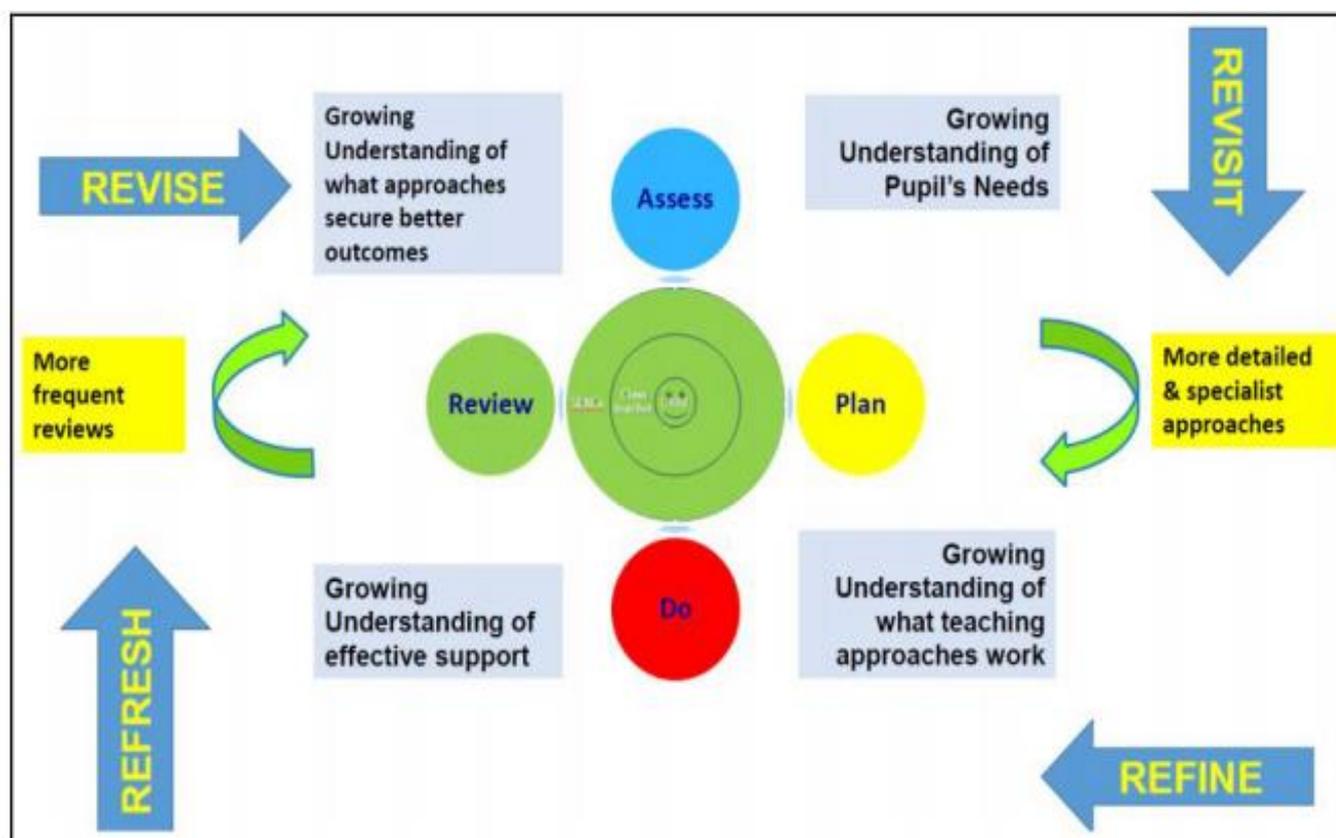
In Bradford the graduated response measures the levels of need using range criteria.

- Range 1 to 2 is equivalent to the previous model of School Action.
- Range 2 to 3 is equivalent to the previous model for School Action Plus.

- Range 4+ is equivalent to a Statement of Special Educational Need.

More details regarding the Range Provision can be found on our Local Offer (on the school website) or in the Special Educational Needs area of Bradford Schools Online.

Where a child is identified as having SEND, we work in partnership with the parents to establish the support the child needs. Where a child is identified as needing SEND provision, we take action to remove any barriers to learning and adopt a graduated approach with four stages of action: Assess, plan, do and review:



Assess:

When a child has been identified as needing SEND support, the class teacher (working with the SENCO) will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, and behaviour. It should also draw on the views and experiences of parents, the pupil's own views and, if relevant, advice from external support services. We take seriously any concerns raised by a parent via the class teacher and contact with the SENCO.

Plan:

Where it is decided to provide a pupil with SEND support, parents will be fully involved in the process. Through meetings, the teacher and SENCO will agree with the pupil and parents any interventions and support which will be put in place in order to ensure the pupil is able to make good progress.

Do:

The class teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review:

The impact and support will be evaluated by the class teacher and discussed with the pupil and their parents during the termly SEND meetings. Pupil and parent views will feed into the reviews and will contribute to the planning and setting of new targets for the following term.

Education, Health and Care Plans (EHCP):

An EHCP brings together the health, education and care needs for young people aged 0 – 25 and sets out the provision that they need from education, health and care to meet these needs. If the child or young person has not made expected progress despite following the graduated approach we will consider requesting an Education, Health and Care needs assessment. Parents and the pupil will be involved in these discussions and the assessment at all times. As evidence will need to be provided by school and external agencies, we urge parents to contact us to discuss any concerns prior to making a request to the Local Authority.

Following a request for an assessment, the Local Authority must determine whether an Education, Health and Care (EHC) needs assessment is necessary within six weeks. The Local Authority will gather evidence from school and external agencies to support the request. Parents will be informed by the Local Authority of the outcome of the EHC assessment. Where the assessment is successful the Local Authority will provide a finalised EHCP for a child or young person from the age of 0 – 25 years.

Where an EHC assessment is not successful, children with special educational needs will have their needs in school met through the ordinarily available provision.

EHCPs should be used to actively monitor children's progress towards their outcomes and longer term aspirations. They must be reviewed by the Local Authority at a minimum of every 12 months. Reviews must focus on the child's progress towards achieving the outcomes and whether they remain appropriate.

Admissions:

Haworth Primary School's Admissions Policy, as set out in the School Prospectus, applies to all pupils. Within national and local requirements and guidelines the school aims to meet the needs of all eligible pupils. We welcome those parents seeking integration into mainstream schooling for their child with special needs, in accordance with the Local Authority admissions policy. No eligible child will be denied a place because of special educational needs and/or disabilities.

Parents or carers seeking the admission of a pupil in receipt of an EHC Plan/Statement of Special Educational Needs must do so through the Bradford Local Authority SEN Team, who will arrange the appropriate consultation with the school's Governing Body regarding admission. In addition we are liaising with the Local Authority to develop specialist provision for children on the Autistic Spectrum. Places within DSP will be allocated by the Bradford Local Authority SEN team only.

Facilities for Pupils with Special Educational Needs and/or Disabilities:

- The school has a disability equality scheme and accessibility plan in place which is reviewed annually.
- There is wheelchair access at the main entrance door, and by the entrances into the Reception Class and Nursery Class.
- There is a slope onto the main playground, which makes the majority of the site accessible to wheelchair users.
- The lower corridor has disabled toilet facilities and a lift ensures full access to each floor within school. However, easy access around the whole school building for wheelchair users to hygiene facilities or for more severely disabled pupils are still areas for development.
- There is a specialist SEN resource room.
- Each of the 4 wings in school has its own intervention room.
- The school has a separate DSP for a number of children on the Autistic Spectrum.
- The DSP has a funded specialist teacher and SENCO.

Allocation of resources:

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the mainstream school and the designated specialist provision (DSP). This includes the provision for children with statements and EHC plans.

Funding for Special Educational Needs Provision:

Money available for special educational needs provision is drawn from the delegated LA budget. Schools receive a financial allocation for SEND based on a formula. School is responsible for funding part of all Education Health Care Plans from their notional allocation (the ceiling for this is determined annually by the LA). Pupils whose plans are in excess of the nominated ceiling will have the additional amount funded by the LA.

SEN In-service Training:

It is recognised that if pupils with special educational needs and/or disabilities are to achieve their best outcomes at school, ongoing training for all staff is required. Governors, the Leadership team and all staff are committed to developing their skills to be effective in their roles and establish a wide range of knowledge and experience to enable the school to meet the needs of an ever widening range of pupils. Particular attention is given to provide training to help identify the needs and provide for vulnerable and under achieving groups. The SENCO's, will liaise over the planning for and provision of INSET, both internally and externally organised. Staff training needs will be identified through Performance Management, subject reviews, and at whole school level through development plans.

Annually, teachers inset needs are identified and they are encouraged to attend organised internal/external courses and conferences. Additionally, consultants and experienced professionals, including the LA Advisory Service, Educational Psychologists, Children's Services or other special needs practitioners, may be invited into school to deliver any necessary training to meet staff needs.

Links with External Agencies:

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND. At Haworth we work closely with a range of different external agencies who can offer both advice and support for teachers and parents. These include: The Learning Difficulties Team, Speech and Language

Therapy, Educational Psychologists, Social and Emotional Difficulties Team, Visual & Hearing Impaired Team, Autism Support Services, Physiotherapy, Occupational Therapy and the Physical Difficulties Team.

The Inclusion Team will refer pupils with special educational needs and/or disabilities to Child & Adolescent Mental Health Services (CAMHS) or other relevant external agencies, as appropriate, using the individual referral criteria for each agency. Such referrals will always be first agreed with parents/carers.

The School Nurse is also available to offer advice, information or support with any medical or health needs.

Children's Services become involved if a referral is made to them with concerns about a child or they sometimes notify the school of concerns raised by another external agency.

Links with other schools and Transition:

We recognise the importance of maintaining close links with all our Pre-school nursery/childcare settings and discuss children's learning needs as they transfer to our Reception classes.

Links are also maintained with local primary and secondary schools, particularly with the SENCO for those children with SEND who transfer at Year 6 or any point in their school career. Information and records are given to primary schools or link secondary schools about special needs pupils. We welcome opportunities to allow pupils to visit their future school and visits from their staff to meet them at the school.

Partnership with Parents:

At Haworth Primary School partnership with parents is fundamental. We recognise the value of parents/carers knowledge of their children and will seek to use that information in planning support for pupils. Parents/carers are encouraged to be fully involved with their child's educational provision, so that a collaborative problem solving approach can be implemented.

Parents will be fully informed at all stages of the SEND procedure. Parents of pupils with special educational needs and/or disabilities may require extra advice, information and support and all staff are committed to providing this. Informal contacts are frequent and formal appointments can easily be made at all levels. Parents will be advised about the availability of extra support from specialist support groups e.g. Parent Partnership.

Parents will automatically be contacted, by the SENCO, or class teacher, and consulted when:

- A pupils name is added to or removed from the SEND list.
- There is a change in provision for a pupil.
- It is proposed to refer a pupil to external support agencies. Parental permission is always sought before any referral is made.
- A review is held.

School staff welcome the opportunity to support parents in working with other educational and non-educational professionals to identify, assess and provide for the needs of their child. We encourage parents to discuss any concerns that they may have about their child's needs. This is usually with the class teacher or the SENCO. We also have an SEND page on the school website, where further information can be found.

Complaints Procedure:

Concerns about provision for pupils with identified special educational needs should be raised with the child's teacher in the first instance. The teacher may consult the SENCo for advice or may wish to arrange a meeting with the parents' inviting the SENCO or Inclusion Manager to attend. If parents continue to have a concern, they should approach the SENCo, who will liaise with the appropriate members of staff.

In the event that a concern remains unresolved and a formal complaint is required, the complaints procedure can be followed through the school's LA adopted Complaints policy, which can be found on the school website.

Assessment:

The school has a clear and detailed Assessment Policy, which enables staff to monitor children's attainment and progress and therefore identify children who are failing to make progress and may perhaps have a particular special need in an area. Information and assessment from Nursery and the Foundation stage profile in Reception will help to identify children who need help early and these children are then targeted for extra support.

Transfer of Information:

Detailed information on all children is sent to their next school when they leave. In addition the SEN records will transfer with the child including information on identified needs, targets for action and provision made available.

Monitoring and Evaluation:

- The SENCO will monitor the movement of children within the SEN system in school and provide staff and governors with regular summaries of the impact of the policy on the practice of the school.
- The Governor with responsibility for SEN will regularly monitor the special needs provision and ensure that the policy is applied in practice.
- The SENCO and the head teacher will hold regular meetings to review the work of the school in this area.
- The school will ensure that the budget for special needs is monitored and effectively used, and will also monitor arrangements made for teachers to attend training.

Review:

- This policy has been agreed and ratified by the Governors in April 2016 and will be further reviewed in April 2018.