



Special Educational Needs and Disabilities Policy (SEND) March 2017

This policy takes full regard to the Special Educational Needs and Disability (SEND) Code of Practice 2014

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 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 government have reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. The Children and Families Act 2014 and the accompanying Special Educational Needs and Disability Code of Practice: 0 to 25 years, came into force on the 1st of September 2014. More details about the reforms and the SEND Code of Practice can be found on the Government website:

www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities

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

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 Kirklees that have an EHCP 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. The SEND Local Offer for Kirklees can be found at:

<https://www.kirkleeslocaloffer.org.uk/#/>

This should be read in conjunction with the following guidance, information and policies:

The Accessibility Plan

The SEN information on the individual schools' website (SEND report)

The Safeguarding Policy

The Anti-bullying policy

Pupil Premium Statement on the individual schools' website

In accordance with the over-arching principle of the new code of practice, this policy has been co-produced with the Headteacher, SENCO, SEN Governor and parent representatives.

Federation Aims and Objectives

Through partnership with children, parents, staff and the communities in which we serve Green Hills First Federation have the following aims:

1. To develop healthy children, who grow with a sense of responsibility for their community showing compassion, tolerance and mutual respect for all.
2. To nurture children who have a love of learning and a desire to reach their true potential in all aspects of education through enhanced opportunities created by federation.
3. To retain the individuality of each school whilst embracing the benefits of collaboration, friendship and educational expertise found across our federation of small village schools.

1. Aims of the SEN Policy

- **Staff members seek to identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early year's settings prior to the child's entry into school. If needs have not been identified before the child enters school it is the staff's responsibility to inform the Head Teacher and SENCO as soon as possible.
- **Monitor the progress of all pupils in order to aid the identification of pupils with SEN.** Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCO and Head Teacher and will be monitored and regularly reviewed in order to ensure that individual targets are met and all pupils' needs are catered for.
- **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 SEN procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.** We access services from many professionals including Educational Psychology Service, Speech and Language Therapy, Behaviour Support, Child and Adolescent Mental Health Service (CAMHS), Occupation and Physiotherapy Services, other SEN specific professionals and medical professionals.
- **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 own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays and performances, sports teams, junior wardens and a pupil centred approach to children with SEN.

2. Responsibility for the coordination of SEN provision

The person coordinating the day to day provision of education for pupils with SEN is Mrs Lisa Kitchen, (SENCO).

The governor responsible for supporting and overseeing the provision for children with SEN in school is Mr Stuart Dobson.

3. Arrangements for the coordination of SEN provision

The SENCO will hold details of all SEN records for individual pupils.
All staff can access the following using the school's IT management system:

- The school SEN policy
- A copy of the full SEN register
- The SEN Code of Practice 2014
- Guidance of identification of SEN in the Code of Practice
- SEN Offer and the SEN Local Offer for Kirklees
- Information on individual pupil's special educational needs, including One Page Pupil Profiles, IEPs and provision maps
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities that provides staff with support and up-to-date information regarding all pupils with additional 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 schools' SEN provision.

4. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through all the above taken into account it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parent's evenings.

5. Approach to supporting pupils with SEN

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN 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, SENCO 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 and 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 SENCO.

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 Head Teacher and SENCO 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.

6. The Stages of Special Educational Needs

School Support

Strategies for a child's progress may be recorded in an IEP (Individual Education Plan.)

It contains:-

- short term targets;
- teaching strategies;
- provision made;
- date for review;
- success criteria;
- the outcomes recorded at the review meeting.

The IEP will record only that which is different from or additional to the normal differentiated curriculum and will concentrate upon up to three or four individual SMART targets that closely match the pupils needs. The IEPs will be discussed with parents and, if appropriate, with the child. IEPs will be regularly reviewed. Every effort is taken to make the reviews informal where the parents' views on their child's progress will be actively sought. Wherever possible or appropriate, the school will involve the child in the process.

If a child's needs are more complex, we will use a support plan (My Support Plan - MSP) to record and review outcomes, resources and strategies in place.

Referral for an Education, Health and Care Plan (EHCP)

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 / Teaching Assistants
- SENCO
- 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 the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Further information about EHC Plans can found via the SEND Local Offer:
<https://www.kirkleeslocaloffer.org.uk/#/topicSchoolStage/page/-JuHM8OS1F-1yVvZVhaY/education-health-and-care-ehc-assessments-and-ehc-plans>

Or by contacting KIAS (Kirklees Information Advice and Support Service)

Telephone: 01484 225 422
<http://www.kias.org.uk/>

7. Allocation of resources for pupils with SEN

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. The SENCO 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 SENCO, senior leadership team and governors to agree how the allocation of resources is used.

8. Supporting Pupils and Families with looked after status

All Looked After Children will have a Care Plan. The Care Plan will specifically include a Personal Education Plan (PEP) and a Health Plan which will particularly assess and set out the child's education and health needs. It may be through making these assessments that a child's SEN may be identified. We will work closely with other relevant professionals involved in the child's life as a consequence of his/her being looked after. Individuals may include social workers, designated doctors or nurses, independent reviewing officers and the identified Designated Teacher in school.

9. Supporting pupils at school with medical conditions

We recognise that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some may have SEN, a statement, or Educational Health Care Plan. If so, the SEND Code of Practice [2014] is followed.

10. Evaluating provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of IEP reviews, Team Around the Child meetings, Annual Reviews (for children with an EHCP), parent's evenings, discussions and through informal meetings with parents and observations by the SENCO/Senior Leaders.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEN provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

11. Working in partnerships with parents

Green Hills First Federation believes that a close working relationship with parents is vital in order to ensure:

- a) Early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) Continuing social and academic progress of children with SEN
- c) Personal and academic targets are set and met effectively
- d) Parental views are considered and valued

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

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.

12. Complaints

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 SENCO. Please ask to see the schools' complaints procedure and make reference to Kirklees Council compliments and complaints procedure.

<https://www.kirklees.gov.uk/beta/contact-the-council/complaints-procedure.aspx>

13. Links with support services / other agencies

At times we will invite and seek advice and support from external agencies in the identification, assessment and provision of SEN. The SENCO and Head Teacher are the designated persons responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Therapy
- Specialist Outreach Services

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation and approaches to SEN. The schools continue to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

14. Reviewing the Policy

This policy will be reviewed on an annual basis.

Abbreviations used in this policy:

SEN – Special Educational Needs and Disabilities

SENCO – Special Educational Needs Coordinator

IEP – Individual Education Plan

PEP – Personal Education Plan

SMART – Specific Measured Achievable Realistic Targets

EHCP – Education, Health and Care Plan

EP – Educational Psychologist

TA – Teaching Assistant

SMSA – School Meals Supervisory Assistant