



# Harting C of E Primary School

## Special Educational Needs and Disability (SEND) Policy

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Owner: Curriculum Committee

Reviewers: Full Governor Body

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## **Introduction**

Harting Primary School has a named Special Educational Needs Coordinator (SENCO), Megan Tonkyn, and a named Governor responsible for SEN, Jane Thwaites. They ensure that the Harting's Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

At Harting School, we believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the SEND Code of Practice (September 2014).

- *Communication and interaction*
- *Cognition and learning*
- *Social, mental and emotional health*
- *Sensory/physical*

## **What are special educational needs?**

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. **Code of Practice 2014***

Because the general level of ability within our school is high, we recognise that some children may feel disadvantaged working alongside high achieving children. They may be offered additional support, through small group or 1:1 activities, in order to boost their skills level and confidence.

This SEN policy details how, at Harting School, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. In collaboration with the SENCO, teachers are able to identify and provide for pupils with special educational needs, allowing them to join in and be fully included, where possible, in school activities together with pupils who do not have special educational needs.

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## **Aims and objectives**

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN
- to request, monitor and respond to parents'/carers' and pupils' views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to support pupils with medical conditions; enable their full inclusion in all school activities in consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- through reasonable adjustments, enable all children to have full access to the whole school curriculum and, where possible, 'close the gap' for those with additional learning needs
- to work in productive partnerships with the Local Education Authority and other outside agencies, ensuring there is a multi-professional approach to meeting the needs of all vulnerable learners

## **Equal Opportunities and Inclusion**

It is important to us, at Harting School, that we meet the diverse needs of pupils to ensure inclusion for all and that pupils are prepared for full participation in a multi-ethnic society. We measure and assess the impact regularly through meetings with our SENCO, individual teachers and teaching assistants to ensure all children have equal access to the curriculum.

**Through appropriate curricular provision, we respect the fact that children:**

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

**Teachers aim to respond to children's needs by:**

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

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## **Identification, Assessment and Provision**

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCO oversee this provision but all other members of staff, particularly class teachers and teaching assistants are encouraged to remember that **all** teachers are teachers of children with special educational needs and that we ensure the children are receiving the best possible experiences and environment in which to learn.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need. Information transferred from previous practitioners such as those in their Early Years settings or last school will be used to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arise from an area of special educational needs.

## **The Role of the SENCO and Provision at Harting School**

The Special Educational Needs Co-ordinator's [SENCO] responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with and advising fellow teachers
- Overseeing the records of all children with SEN
- Liaising with parents of children with SEN
- Contributing to the in-service training of staff
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer
- Liaising with external agencies including the LEA's support and educational psychology services, health, social services, charities and voluntary organisations
- Co-ordinating and developing school based strategies for the identification and review of children with SEN
- Monitoring the progress of children

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## **Monitoring Children's Progress**

The school's system for observing and assessing the progress of individual children will provide information about areas in which a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. If the conclusion is that the pupil requires help over and above that which is normally available within the particular class or subject, the pupil will be placed on the 'Special Needs Register'.

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and their peers from widening
- Closes the attainment gap between the child and their peers
- Improves the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

In order to help children with special educational needs, Harting has adopted a graduated response. This may see us seeking specialist expertise if we feel that our school based interventions are not having a positive impact on the individual's progress. The school will record the steps taken to meet the needs of individual children through individual targets set on their class based provision maps or, when applicable, through the use of an ILP (Individual Learning Plan). The SENCO has responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment/ Education Health and Care Plan, we will provide the LEA with a record of our work with the child to date.

When any concern is initially noticed, it is the responsibility of the class teacher to take steps to address the issue. In class, a specific intervention will be put in place and monitored. If no progress is noted, after this time, the child may be added to the school SEN register.

The class teacher, after discussion with the SENCO, may then provide interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied either within the classroom or within small groups. These targets will be monitored by the class teacher and teaching assistants within the class and will be shared and reviewed with the SENCO.

Reasons for a child being added to the SEN register may include the fact that he/she:

- Makes little progress, even when teaching approaches are targeted particularly to a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school

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- Has a confirmed medical sensory or physical need.
- Has communication and / or interaction difficulties, affecting progress.

## **Partnership with parents**

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners, supported to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website holds our policy for special educational needs, along with the Local Offer which includes the arrangements made for children in our school with special educational needs.

At all stages of the special needs process, the school endeavours to keep parents informed. We take account of the feelings and knowledge of parents, and of course the child.

We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of special needs children with their parents. We inform the parents of outside interventions, and share the process of decision-making by providing clear information relating to the education of their child.

Parents have ready access to the SENCO and can make a formal appointment by asking her directly or contacting the school office by email.

## **The Nature of Intervention**

The SENCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment
- Some group or individual support may involve small groups of children being withdrawn to work with teaching staff or the SENCO eg for specific interventions
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness
- Staff development and training to introduce more effective strategies

After initial discussions with the SENCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents are

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welcome to meet regularly with the class teacher and/or SENCO to discuss individual learning targets and progress.

The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

### **The use of outside agencies**

These services may be involved if a child makes poor progress despite considerable input and adaptations, or has a recognised need. Information about the child will be shared to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

#### **Outside agencies may become involved if the child:**

- Continues to make poor progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Despite having received intervention, the child continues to fall behind the level of his peers

### **School Request for Education Health Care Plans (EHCP)**

A request will be made by the school to the LEA if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time, and will also receive documentation (an Education Health & Care Needs Assessment) in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans and targets for the pupil
- Records of regular reviews and their outcomes
- Records of the child's health and medical history where appropriate
- National Curriculum attainment levels in literacy and numeracy

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- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist
- Views of the parents and child
- How the school and parents have worked together to support the child
- Pupil views of their strengths and difficulties and of how they'd like to be supported

The parents of any child who is referred for statutory assessment will be kept informed of the progress of the referral. Children with an EHCP will be reviewed regularly in addition to the statutory annual assessment. When this coincides with transfer to secondary school, the SENCO from the receiving school will be informed of the outcome of the review.

Some pupils will come to the school with an existing EHCP. The school will endeavour to provide for their additional needs in line with the recommendations and maintain guidance from outside agencies.

### **Class provision maps**

Children on the SEN register have targets set for them, depending on need, so we can monitor their progress and ensure that the provision meets their needs. These will be recorded on the class provision maps. Children with identified complex needs, will also have an Individual Learning Plan.

### **Individual Learning Plans (ILPs)**

For children with an EHCP and for children with more complex needs, an ILP will be written and shared with the child and parents. This will include information about:

- The short term targets set for the child
- The teaching strategies or provision to be used
- How the targets will help the child in their learning
- How the child can be successful
- The review date
- Mid-point review sheets are stored on the school system and updated regularly by teachers and teaching assistants
- The child's views, are sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained

### **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, differentiated to enable children to access learning; improve rates of progress; and bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. Teaching staff plan lessons that incorporate the different children's learning needs. Individual learning plans, which employ a small-steps approach, feature in some pupil's provision. By breaking down

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the learning into finely graded steps and targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or one-to-one outside the classroom.

### **Allocation of resources**

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care Plans.

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Headteacher and the SENCO meet annually to agree on how to use funds directly related to statements.

### **The role of the governing body**

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions, through termly meetings between the SENCO and Governor for SEN as well as at termly Curriculum Committee meetings. These ensure that teachers are aware of the importance of providing for these children and that funds and resources are used effectively.

The Governing Body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Governing Body reviews this policy annually and considers any amendments in light of the reviews by the SEND governor, reported to the full governing body, informed by termly meetings with SENCO.

### **Monitoring and evaluation**

The SENCO monitors progress of children, in collaboration with teaching staff. The SENCO and the Headteacher meet regularly to review the work of the school in this area. In addition, the SENCO and the named governor with responsibility for special needs hold regular meetings.

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