

We are a vibrant primary school in Totterdown, South Bristol that places **Resilience**, **Innovation**, **Partnerships** and **Excellence** at the core of our vision and our values. Four Elements are used throughout the school and promoted and demonstrated by every member of the Hillcrest Community. Each Element can be expressed as a skill to practise and a virtue to embody. These Skills and Virtues provide a template for the high expectations we have for behaviour and attitudes towards learning, as well as a common language to use when talking to children about all aspects of life at Hillcrest. We believe that through our promotion of The Four Elements we not only enable children to become independent learners but we also prepare children to succeed in life in modern Britain.

At Hillcrest we are committed to pupil achievement and we believe that our curriculum allows all children to get the best out of their primary school experience. Hillcrest Primary aims to provide a safe, caring environment where children can learn and teachers can teach in a trusting and happy atmosphere.

### What are the aims of our school?

- To develop the aspiration and resilience of those in our community.
- To nurture our community to become responsible and respectful lifelong learners.
- To inspire each other to aim high and believe in ourselves.
- To empower everyone to have a positive impact on our school and wider community.
- To teach the best all round education possible by carefully planning and teaching the statutory curriculum. Continuous assessment is made of children's progress and future need: we also provide time for reflection and evaluation of teaching and learning by staff.
- Achieve the highest standards for each child across the curriculum so that they have the learning skills to prepare them for their future lives.

### We want to enable our pupils to:

- Achieve a high standard in all they do.
- Develop the ability to use and apply knowledge and skills.
- Work towards becoming and independent, self-confident adult.
- Co-operate with others.
- Show care for, and understanding of the people they come in contact with.
- Enable our learners to recognise that change and progress are an important part of everyday life and, therefore, aim to equip them to cope and flourish with dealing with the challenges faced, by such changes.

### Key members of staff:

Acting Head teacher:	Ms Bridget Norman
SENDCO:	Mrs Suzanne Sewell
SEND Governor:	Mrs Barbara Buggy
Chair of Governors:	Mr Francis Philippa

## 1. Identifying Special Educational Needs

Definitions of special education needs and disabilities (SEND) 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 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 and would do so if special educational provision were 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 SEND Code of Practice: for 0-25 years identifies 4 broad areas of special educational need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health
4. Sensory and/or physical disability

The purpose of identification is to work out what additional support a child needs and not to fit a child into a category. At Hillcrest Primary we aim to identify the needs of children by considering the needs of the whole child, which includes not just the special educational need of that child or young person.

Other factors which may impact on progress and attainment but not be SEND:

- Attendance and punctuality which may have led to missed learning opportunities
- Health and welfare issues
- Disability (as defined under current Disability Equality legislation) such as long term health conditions, asthma, diabetes, epilepsy etc.
- English as an additional language (EAL)
- Being in receipt of Pupil Premium
- Being a looked after child (LAC)
- Being the child of a serviceman/woman
- Attachment
- Traumatic event

## Inclusion Preparation

At the beginning of every term, teachers are advised to spend a portion of their Planning, Preparation and Assessment (PPA) time looking across their classes, clarifying needs in each, identifying those children who have not made satisfactory progress, as well as identifying individuals with similar needs who may form small groups to receive extra support in class or as a planned intervention. Teachers are provided with a Graduated Approach pyramid (see Appendix A), an Intervention menu (see Appendix C) and a Pathway to SEND Support guide (see Appendix B) which is used to inform thinking around children who may need to be monitored 'Class Monitor' or who may need extra support 'Class Action' or those who need 'SEND Support.'

## Inclusion Surgeries – Pupil Progress and Provision Reviews

These meetings will be held every term between the SENDCO and class teachers and provide an opportunity to review and discuss the progress of each child in the class (those already identified and any which are causing concern) and to correlate different data and observations, such as child's attendance, attainment, progress, behaviour, any provision in place and its effectiveness, strategies being used at High Quality Teaching level. The SENDCO will be in receipt of a variety of additional reports/information (for example and PEPs, any safeguarding updates, any nurture lead or Family liaison and safeguarding lead, additional language reports, information from professionals and from Teaching Assistants who may be delivering interventions) and will have an overview of whole school provision and of individual children's needs.

Teachers draw on the SENDCO's professional knowledge to plan next steps, using the collated data and observations to identify children who may need extra support. This discussion focuses on identifying children who may be in need of extra monitoring 'Class Monitor' or support 'Class Action' and on reviewing those who have already been identified as 'Class Monitor' and 'Class Action'. Some children's progress may be hindered by broader causal factors eg. Social and familial circumstances that can be best managed through support from our Nurture Lead and/or Family Liaison and Safeguarding Lead.

In the majority of cases the first response to an identified need should be class-based planning and monitoring (high quality teaching), and then interventions targeted at a child's identified area of concern. Teachers can draw on the above mentioned appendices to plan specific programmes to support those needs. An entry assessment will be conducted at the start of any intervention. Once a programme of time-limited extra support has been planned, progress will be reviewed at the next Inclusion Surgery.

Where, despite personalised interventions, a child's progress continues to be unsatisfactory, the school in collaboration with parents will decide whether to add that child to the school's SEN support register and to plan for further support under the leadership of the SENDCO.

Please see the **Graduated Approach pyramid (Appendix A)** for a clear outline of this process.

## **1. A graduated approach: All teachers are teachers of children with special educational needs**

### **Initial concerns**

At any time, parents/carers, teachers, Family Liaison and Safeguarding Lead, SENDCO, the Senior Leadership Team and Head teacher are available to hear or raise concerns about a child and to act accordingly. We listen carefully to what staff, children and parents tell us at any time during the year. However, we also have a very clear timetable in place to ensure we gather and evaluate all of the information about every child and use a graduated system of 'assess, plan, do, review, to plan adequate support for all. This process is facilitated by a series of termly meetings outlined below. Please see Appendix C for a summary of our School's Graduated approach to identifying children who need SEND support.

### **Step 1 – High Quality Teaching**

High quality teaching, differentiated for the learning and development of all is the first step in the educational provision that we offer all children. Some children may require a greater level of personalised, class-based, targeted support which is planned for by the class teachers. This may include the use of visual daily planners, making adaptations to the learning environment or to the method of teaching delivery, specific groupings, additional adult support in class; additional learning supports such as wobble cushions, visual prompts, coloured reading overlays or assistive technology. Where there are concerns around a pupil's progress that cannot be met in this way, the class teacher, in conjunction with the SENDCO when needed, will plan for additional monitoring 'Class Monitor' or 'Class Action' to accelerate a child's progress.

### **What is high quality teaching?**

- a) Any pupils who are falling significantly outside of the range of expected academic achievement will be monitored.
- b) Once a child has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's teacher will take steps to provide differentiated learning opportunities that will aid the pupils' academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Differentiated learning may include a child accessing an intervention but this may not necessarily mean that a child is identified as having a SEND.
- d) The SENDCO may be consulted as needed for support and advice and other members of staff may wish to observe the child in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) Parents will be informed of every stage of their child's development, primarily through Family Learning Conferences, and if and why they are being closely monitored. Parents are encouraged to share information and knowledge with the school and can make an appointment to see a member of staff via the school office.
- g) The child will be recorded as being monitored 'Class Monitor' due to a concern raised by a parent or staff but this does not automatically place the child on the schools SEND record. Any concerns will be discussed with parents informally or via Family Learning Conferences. A record of any conversations will be noted.

## Step 2 – Class based monitoring

- When a teacher has initial concerns around a child's progress, they will plan for additional class-based support and differentiation to address those needs. These measures will be recorded on weekly planning notebooks and teachers will evaluate their progress.
- Any child who is 'Class Monitor' will be reviewed during Inclusion surgeries. If a child does not make adequate progress or significant gains to diminish the gap during this monitoring period, in conjunction with the SENDCO, teachers will either plan additional interventions or think about moving to SEN Support.

Additional interventions will be put into place when teachers judge that despite reasonable adjustments and possible access to some interventions, a child has not made enough progress. Strategies will be recorded in targets on an Intervention Form (support plan), also detailed will be strategies and how success will be identified and measured. The class teacher and/or staff member leading the intervention will complete the form identifying the targets for the child/group strategies and when the intervention should take place. The lead adult will record notes of progress and dates the intervention took place. It will also indicate the date the plan will be reviewed. Meetings between SENDCO and staff will happen each term (6 x year) to ensure swift actions are taken if child is falling further behind. In most cases a parent/school review will take place once per full term (every 10-12 weeks). This will be a more informal meeting and can include parents evenings (if both parent and staff are in agreement this is a suitable forum).

### How do we determine a child needs to be placed at 'Class Monitor' level?

A child's needs are categorised as 'monitored/causing concern' when: the child continues to demonstrate progress at a level below the expected to be achieved with high quality teaching and so requires an increased level of support (most often provided by an intervention which is delivered by a teacher or teaching assistant).

- The agreed areas of support and intervention strategies are selected from the Hillcrest Intervention menu and the Pathway to SEND identification appendices. These may include the use of one or a combination of provision.
- Where specific interventions are used, the child's progress will be measured before and after within a given time-span. Most provision runs for 10-12 weeks with progress review mid-point.
- If there is a need, targets can be set in addition to the chosen intervention/s.
- The SENDCO records any interventions or specific targets on a whole school provision map and teachers will add this information on the school's assessment system.
- Progress is reviewed termly during the above process.
- The parents of a child who is being 'monitored' will be informed promptly by the class teacher.
- Any child who does not make adequate progress following the 'monitor' cycle of assess, plan, do and review is discussed with SENDCO/Head teacher and either support will be given to plan further support or agree to identify that child as 'SEND Support'. This will be discussed with the parents of that child.

### Step 3 – SEND Support

Where concerns are raised and that child does not have identified SEND, school staff will discuss concerns with the child's parents/carers and the decision may be taken to add the child to the SEND record. The aim of formally identifying a child with SEND is to help home and school ensure that effective provision is put into place and so remove barriers to learning. The support is part of a four step process: Assess, Plan, Do and Review.

#### How do we determine a child needs to be placed at 'SEND Support' level?

- The child has continued to make little or no progress in specific areas over a long period of time despite differentiated learning opportunities together with targeted interventions under 'Class Action and then Class Monitor' level.
- In some cases, a child's SEND may be apparent and both home and school will work together to agree to identify those needs and make appropriate referrals.
- Parental permission will be required before referrals can be made to any additional professionals. Depending on the nature of the referral, parents may be required to provide information along with the school to support the process.
- Provision for children who are identified as SEND Support will be overseen and coordinated by the SENDCO in conjunction with class teachers and parents/carers.
- Where appropriate, additional support and advice should come from outside professionals, either to the child, class teacher or parents/carers. SENDCO will coordinate this information.
- Parents are kept informed about interventions and support their child is receiving.
- Progress is monitored throughout the year by the class teacher, members of the leadership team, through Inclusion surgeries, data calls, review meetings, progress review meetings with Head teacher, day to day planning and achievement against learning statements and class-based observations. Interventions are monitored to ensure they are effective and if not are adapted or changed.

#### What is assess, plan, do and review?

##### Assess

This involves clearly analysing the child's needs using teacher assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and opinions of parents/carers. Much of this information will come through the use of teaching and learning outcomes, school's data system, appropriate learning statements, any information gained from 'Class Monitor' level including any interventions or strategies previously offered. The child's views and where relevant, any professionals will 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 required regular review to ensure 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. If an intervention is not having the desired impact on progress, it will be discussed and an alternative or amendment to the intervention will be made. Where outside professionals are already involved their input will help inform the teacher's assessment of need. If external professionals are not involved they may be contacted if this is felt to be appropriate, following discussion and agreement from parents/carers.

### Plan (specific targeted information for children requiring SEND support)

- Any child who is identified as SEND support will have the opportunity for a dedicated termly meeting with their parents, class teacher and SENDCO (plus any outside professionals where available; Nurture Lead and/or Family Liaison and Safeguarding Lead if involved with the family)
- During these meetings parents/carers and class teacher discuss:
  - How effectively provision has been delivered
  - What is and is not working well
  - Progress towards short term targets and longer term statements
  - Next steps/new goals/targets
  - Support needed to achieve these goals.
  - All agree the responsibilities of the parent, pupil, school, Local Authority and other professionals such as speech or psychology.
  - Advice and guidance is shared on how parents can support their child at home to reinforce or contribute to progress.
- Children's views are gathered in an appropriate manner either beforehand as part of their one page profile contribution or in the meeting (age dependent).
- Based on information gathered during review meetings, an Individual Support Plan (ISP) will be created or amended (if already in place) with targets (usually up to three). These targets have to incorporate any outside professional's advice and strategies must be used and evidenced.
- A copy of the ISP is sent either by being handed directly to the parent/carer or email (as preferred). Parents are encouraged to contribute to the above meeting and make any amendments to the draft ISP.
- Once finalised, a copy of the ISP will be given to all working with the child and a copy held with the SENDCO and Head teacher.
- ISP's are updated termly and are working documents that always include performance measures.

If a review of progress at any time identifies support is needed from outside professionals or if already working with a professional and needs further input, we will consult parents prior to any further support being actioned. Outside professionals will provide advice the child's ISP. The new strategies, wherever possible will be implemented within the classroom setting. If the child continues to demonstrate significant cause for concern, a request for an assessment of needs (Education Health Care Plan) may be made to the Local Authority.

### Do

The class teacher is responsible for the learning outcomes of all the children in their class and for working with identified children on a day-to-day basis. They will retain responsibility even when interventions may involve group of 1:1 teaching away from the main class teacher. They will liaise with Teaching assistants and Learning support 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 areas of development, problem solving and advising of the implementation of effective support will be provided by the SENDCO. It is the responsibility of the adult leading any strategy or intervention to maintain the associated paperwork and monitoring of progress forms.

## Review

Reviews of child's progress will be made regularly by the class teacher during their Planning, Preparation and Assessment (PPA) time and termly with the teacher and SENDCO via Inclusion surgeries. Timetabled data calls are mapped across the year and teachers attend meetings with the Head teacher to discuss progress. It is the teacher's responsibility to bring evidence about progress. This will be gathered through evidence in children's books, through notes and analysis of the impact of intervention, entry and exit assessments and progress against learning statements. In addition to this, class teachers will also meet with parents/carers during Family Learning Conferences and any dedicated review meetings as part of the SEND support cycle.

The review aspect mirrors the process of the plan stage of the cycle as it evaluates the impact and quality of support and interventions and progress made to accelerate learning. Where necessary, SENDCO will liaise with external professionals to request further assessment or advice (with parent's permission).

Staff and parents will revise the support and outcomes based on child's progress and development making any necessary amendments going forward.

## **2. Referral for an Education Health and Care Plan**

If a child has a lifelong or significant difficulty they may undergo an assessment for an Education, Health and Care Plan (EHCP). This can be requested by parents/carers or by the school. This will happen when the complexity of need or a need for further investigation into the needs of the child are such that a multi-agency approach to assessing that need, planning provision and identifying resources, is needed. EHCPs have no monetary value.

The decision to make a referral for an EHCP will be taken at a progress review meeting with parents and carers. An annual review of need, support and progress needs to be conducted.

The application for an assessment of need will combine information from a variety of sources including: parents/carers, teachers, SENDCO, outside professionals, social care and health professionals.

Information gathered relating to the current provision, actions that have been taken and outcomes of targets set, the use of outside professionals advice and any other relevant information will be required. A decision will be made by a group of professionals from education, health and social care about whether the child needs an EHCP. Parents have the right to appeal against a decision not to initiate assessment for and the EHC plan.

## Education Health and Care Plans (EHCP)

- a) Following a successful application and EHC plan may be issued by Bristol City Council. This will happen if the panel decide that the child's needs are not and cannot be met by the support that is currently available. The school, outside professionals and the child and their family will be involved in developing and producing the plan. The plan is drafted by the Local Authority and a meeting is held to review and amend before the final version is agreed and made statutory.
- b) Parents have the right to appeal against the content of the plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
- c) Once the EHC plan have been complete and agreed, it will be kept as part of the child's formal record and reviewed annually by staff, parents and child. The annual review enables provision for the child to be evaluated and where appropriate for changes to be put in place, for example reducing or increasing levels of support or change of placement (a move from mainstream to specialist).

### **3. Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum through additional SEND provision which is provided by school as and when necessary. All children have an entitlement to an exciting but appropriate curriculum which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Every effort will be made to educate all children, including SEND in a mainstream classroom setting. This is done through: assess, plan, do and review cycle. Where this is not always possible, staff will consult with the SENDCO to ensure there is a balanced approach to the education of specific children. Parents will be kept informed of any additional and new arrangements being made for their child. Refer to **Appendix D** for additional information regarding associated services.

### **4. Additional Information**

This can be found in Appendix D and covers:

- Roles and responsibilities
- Arrangements for the co-ordination of SEND provision (management)
- Admission arrangements
- Additional provision/facilities for pupils with SEND
- Resources
- Pupil Participation
- Evaluation of SEND provision for children
- School complaints procedure
- SEND inset and staff training
- External support for SEND
- Parent Partnership
- Links with other schools/special schools
- Transition arrangements and SEND
- High Needs Funding

# Hillcrest Primary School



## Special Educational Need and Disability Policy 2018-2019

Reviewed: September 2018

Acting Head Teacher: Bridget Norman

SENDCO: Suzanne Sewell

Link Governor: Barbara Buggy

Review Date: September 2019

**Where all children learn and discover together, creating a better world.**