

Honeybourne Primary Academy



Turning Potential
into Success

SEND Policy

Co-Ordinator	R Evans-Cook
Reviewed	Nov 19
Review Date	Nov 20
Governor Link	Rev Scott Watts

At Honeybourne Primary Academy, we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010. Together we take pride in making a positive contribution to our school and the wider community. Within our school, every teacher is a teacher of every child including those with SEND and additional needs.

This policy was developed with the input from teachers, nursery manager and non-teaching staff, governors, parents and families in accordance with the SEND Code of Practice (2014) guidance.

Responsibility for the coordination of SEND provision:

- The person responsible for overseeing the provision for children with SEND is Elaine Huntington (Headteacher)
- The person co-ordinating the day to day provision of education for pupils with SEND is Rachel Evans-Cook (SENDCo)

Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the Early Years Foundation Stage and the National Curriculum 2014 and in line with the Special Educational Needs Code of Practice.

Objectives

- Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents and health and care services, prior to the child's entry into the nursery.
- Monitor the progress of all children in order to aid the identification of pupils with SEND. Continuous monitoring of those children with SEN by the nursery staff will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure children with SEND have full access to the Early Years Foundation Stage and the National Curriculum 2014. This will be coordinated by the SENDCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all children's 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 development. 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 children's needs cannot be met by the school alone. Some of these services include the Learning Support Team, Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS, cluster network of SENDCo's.
- Create a school environment where children can contribute to their own learning. This means encouraging relationships with adults in school where children feel safe and voice their opinions of their own needs and carefully monitoring the progress of all children at regular intervals. Children participation is encouraged throughout school by wider opportunities such as nursery plays, trip, and sports day

1. Types of SEN

SEN is divided into 4 types:

- Communication and Interaction - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- Social, mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN. Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

2. Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '...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 provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as

asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

3. Supporting children with medical conditions

The school recognises that children with medical conditions should be properly supported so that they have full access to education, including trips and physical development. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. For further information please refer to our policy for Supporting Children with Medical Conditions.

4. Arrangements for coordinating SEN provision

The SENDCo/Head teacher holds details of all SEN records for individual children in lockable storage.

All staff can access:

- Honeybourne Primary Academy SEN Policy
- A copy of the full SEN Register
- Guidance on identification of SEN in the Code of Practice
- Information on individual children's special educational needs, including targets set and copies of their provision map
- Practical advice, intervention strategies, and information about types of special educational needs and disabilities
- Information available through Worcestershire's SEND Local Offer.

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all children.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

5. Admission arrangements

Please refer to the information contained in our school prospectus.

The admission arrangements for all children are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND: those with Education, Health and Care Plans and those without.

6. Specialist SEND provision

We are committed to whole school inclusion. In our school, we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.

7. Facilities for children with SEND

The whole school complies with all relevant accessibility requirements.

8. Allocation of resources for children with SEND

The SEND allowance is allocated to provide a standard offer of teaching and learning for all children, including children with high needs. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding (High level needs HLN) is delegated by the local authority. It is the responsibility of the SENCO and Head teacher to agree how the allocation of resources is used.

9. Roles and responsibilities

- Provision for pupils with SEN is a matter for the school as a whole.
- The board of governors, in consultation with the Head teacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs.
- The SENDCo/Head Teacher will ensure that:
 - o the necessary provision is made for any pupil with SEN
 - o all staff are aware of the need to identify and provide for pupils with SEN
 - o children with SEND join in school activities alongside other children, so far as is reasonably practical and compatible with their needs and the efficient care of other children.
 - o all staff have regard to the requirements of the Code of Practice for Special Educational Needs (2014)
 - o parents are notified if the school decides to make SEND provision for their child
 - o they are fully informed about SEND issues, so that they can play a major part in our self-review
 - o they set up appropriate staffing and funding arrangements for SEND pupils
 - o they manage all aspects of the school's work, including provision for pupils with special educational needs
 - o keeping the governing body informed about SEND issues
 - o working closely with the SENDCo
 - o the deployment of all special educational needs personnel within the school
 - o monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole.

The special educational needs co-ordinator (SENDCo) is responsible for:

- overseeing the day to day operation of the school's SEND policy

- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up Pupil Profiles (PPs), provision maps, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year QCA tests, SATs, etc
- contributing to the in-service training of staff
- liaising with the SENDCo's in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- taking part in county SEND moderation.

Class teachers are responsible for:

- Providing high quality teaching for all children
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCo, parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND.

TAs should:

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with use the school's procedure for giving feedback to teachers about pupils' progress.

TAs work as part of a team with the SENDCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in monitoring progress.

10. Identification of pupils need

A graduated approach:

- a) Quality First Teaching
- b) 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.
- c) Once a pupil 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.
- d) 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.
- e) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- f) Through (b) and (d) it can be determined which level of provision the child will need going forward (Special Educational Needs Policy 2014).
- g) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- h) 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.
- i) The child is recorded by the school as being under observation (provision map) due to concern by parent/s or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.
- j) Parents' evenings are used to monitor and assess the progress being made by children.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND 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 called 'The Graduated Response':

- 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 a 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, SENDCo 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 SENDCo.

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 SENDCo 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.

Referral for an Education, Health and Care Plan

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 Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- 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 or the child is eligible for an EHC

Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Further information about EHC Plans can found via the SEND Local Offer:

<http://worcestershirelocaloffer.org.uk/>

or by contacting the SEND Information and Support Services on:
01905 610858

Education, Health and Care Plans [EHC Plan]

- a) Following Statutory Assessment, an EHC Plan will be provided by Worcestershire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

- b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
- c) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

11. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and on external courses. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND. In class, provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

12. Inclusion of pupils with SEND

The Headteacher and SENDCo oversee the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support services.

13. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. Parent/pupil consultations take place termly. SEND provision and interventions are recorded on a provision map, which is updated termly or if the intervention is changed. These are updated by the class teacher and are monitored by the SENDCo. These reflect information passed on by the SENDCo at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENDCo and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

14. Complaints procedure

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 Headteacher or SENDCo, who will be able to advise on formal procedures for complaint.

15. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCo attends relevant SEN courses and facilitates/signposts

relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

16. Links to support services

The school continues 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 which will then be brought to the attention of the SENCO who will then inform the child's parents.

17. Working in partnerships with parents

Honeybourne Primary Academy believes that a close working relationship with parents is vital in order to ensure the following:

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCo may also signpost parents of pupils with SEND 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 (when necessary) 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. The school's SEND governor (Reverend Scott) may also be contacted in relation to SEND matters.

18. Links with other schools

The school works in partnership with the other schools within the local cluster schools as well as our feeder schools, Chipping Campden High School and Blackminster Middle School. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

19. Links with other agencies and voluntary organisations

Honeybourne Primary Academy invites and seeks advice and support from external agencies in the identification and assessment and provision for SEN. The SENDCo is the designated person responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Social Services (CAF leader also liaises)
- Speech and Language Service (Class teacher also liaises)
- Language and Learning Support Service
- Specialist Outreach Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

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To find out more information and download Worcestershire First Graduated Approach document, please visit: www.worcestershire.gov.uk/graduatedresponse