

# Policy for Special Educational Needs and Disabilities

Hylton Castle Primary School



Link Governor	Caroline Comer
Policy written by	Beth Meldrum
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## Aims

This policy aims to set out how Hylton Castle Primary School will support and make provision for pupils with special educational needs and disability (SEND). It explains the roles and responsibilities of all staff, both teaching and non-teaching, and gives guidance on planning, teaching and assessment.

This SEND policy details how Hylton Castle Primary School will ensure that the correct provision is made for any pupil who is identified as having special educational needs and that those needs are made known to all staff who work with that child. The school will endeavour to ensure teachers are able to identify and provide for pupils who have special educational needs to enable them to join in activities of the school with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the children receiving their special educational needs provision and the efficient education of the pupils.

As an inclusive school, we endeavour to give every child the opportunity to develop as an individual with the guidance and support of their class teacher, the SEND Co-ordinator and relevant outside agencies. Our aim is to ensure all children have high aspirations and that they are able to work confidently towards reaching their full potential.

This policy describes in detail the procedures and systems which have been established for meeting the objectives of providing an integrated education for all children with special educational needs, whilst providing the entitlement for a full and balanced curriculum.

## Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators and the SEND information report

## Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## Roles and Responsibilities

### **The SENDCO**

The SENDCO is Mrs Beth Meldrum.

She will:

- Work with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support, including the use of TFC SEND Ranges
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

### **The SEND governor**

The SEND governor is Caroline Comer.

She will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the head teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

### **The Head Teacher**

The head teacher is Lisa Wood.

She will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND

### **Class Teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they have given consideration to Tfc SEND Ranges when planning for pupils with SEND
- Ensuring they follow this SEND policy

### **Teaching Assistants and Support Staff**

Teaching Assistants and Support Staff are responsible for:

- Providing relevant support to identified pupils
- Developing positive working relationships with parents and professionals
- Assisting with the recording, monitoring and evaluation of pupils' progress
- Assisting with the identification and effective provision of appropriate resources
- Attending liaison, team and service meetings and undertake appropriate INSET
- Contributing to the school's SEND policy

### **Pupils**

Pupils are responsible for:

- Contributing to termly reviews, expressing their views about their progress and areas where they may need more support.
- Communicating with school staff on a daily basis about their progress and areas where they may need more support.

### **Parents/Carers**

Parents/Carers are responsible for:

- Speaking to the child's class teacher and/or SENDCO if they have any concerns about children's progress.
- Attending termly review meetings to discuss the progress of children and review plans of support.

#### The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example processing difficulties, epilepsy
- Moderate learning difficulties

“Some children may fall into more than one category of SEND. Some children's needs may be severe enough to be issued with an Education, Health and Care Plan. Some children may exhibit one or more such characteristics and yet not be presenting with learning difficulties. It is the teacher's professional judgment, in consultation with colleagues, and his/her understanding and awareness of the individual, which is central to the SEND provision offered at Hylton Castle Primary.

#### Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings, where appropriate. Class teachers will make assessments of progress for all pupils on a termly basis and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

The SENDCO attends all Pupil Progress meeting alongside Phase Leaders and class teachers and in these meetings the progress of individual pupil's is discussed. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil. If there are concerns relating to any aspect of a child's academic, social or emotional progress the class teacher will arrange to meet with parents.

### Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

A written record will be made during meetings with parents and recorded on CPOMs. We will then determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We will formally notify parents when it is decided that a pupil will receive SEND support.

### Assessing and reviewing pupils' progress towards outcomes

When a pupil is identified as having difficulties, it is important to ensure that effective special educational provision is put into place to prevent any barriers to learning. At Hylton Castle Primary School, any concerns are highlighted quickly and children are placed on a monitored list on the whole school SEND provision map. Such children could require support for a short time, have a medical condition or could be identified as vulnerable. This up to date document ensures that all staff are aware of the needs a child may have. This document also identifies the range at which pupils are currently working within the SEND Ranges.

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

#### **Assess**

Staff in school work in partnership with the SENDCO to carry out an assessment of the child's needs. This helps to identify the support required including that from outside agencies. The analysis of the pupils needs should draw on the detailed assessments and knowledge of the pupil, their previous progress, attainment and behaviour. In addition to the information provided by school, concerns and issues raised by parents should be viewed and included into the assessment procedure. The assessments will be recorded and compared to assessments and information on how the pupil is developing. Assessments should be reviewed regularly and recorded in the schools assessment system termly. When outside professionals are already working with a child and their family, the school will seek to gain advice and assessment information, including a pupil's current range in any relevant area, to ensure that all provisions are in place through shared information.

#### **Plan**

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

From the assessments carried out and in consultation with parents, it may be decided that SEND support is needed; therefore suitably timed interventions will be planned, delivered and assessed.

All teachers and support staff who work with the pupil will work together with the SENDCo to ensure that appropriate support and intervention is in place to support and meet the outcomes identified for the child. Parents will be updated and made fully aware of the planned support and interventions.

### **Do**

The class teacher, support staff and SENDCO work closely to plan and assess the interventions in place to support the child. The class teacher is responsible for working with the child regularly. The class teacher will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Consideration will be given to the strategies suggested within the TFC Ranges document.

### **Review**

The child's progress will be monitored and reviewed regularly. Parents, SENDCO and class teacher agree any changes to the outcome or support in place to help the child progress. Parents are given information regarding the impact of the interventions in place and ask to contribute to the planning of future activities to support progress.

### Learning Plans

Strategies employed to enable the child to progress will be recorded within a Learning Plan. The Learning Plan will include information about:

- The short-term targets set for the child
- The teaching strategies to be used
- The provision to be put into place

The support plan will include that which is additional to, or different from, the differentiated curriculum and will focus upon targets (usually 3 or 4) that match the child's needs. The Learning Plan will be reviewed half termly and will be shared with parents/carers and their

views sought twice a year during review meetings. Wherever possible, the child will also take part in the review process and be involved in the setting of targets.

### School request for an Education, Health and Care Plan

Where a request for an Education, Health and Care plan is made by the school to the local authority (LA), the child will have demonstrated considerable cause for concern. The LA will need information about the child's progress over time and will also need documentation in relation to the child's special educational needs and any action taken to support those needs, including any resources or special arrangements put in place. This information may include:

- Evaluated individual learning plans for the pupil
- Records of regular reviews and their outcomes
- The pupil's health including their medical history where relevant
- Attainment levels throughout the child's time in school
- Educational and other assessments, for example and advisory specialist support teacher or an educational psychologist
- Views of the parent/carer and of the child
- Involvement of other professionals such as health, social services or educational welfare service

### Education, Health and Care Plan (EHCP)

An assessment for an EHCP involves consideration by the LA, working co-operatively with parents/carers, the child's school and, as appropriate, other agencies, as to whether an EHCP is necessary. A child will be brought to the LA's attention as possible requiring an assessment through a request by the child's school, from a parent or a referral by another agency.

Where the evidence presented to the LA suggests the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for an EHCP.

The LA may decide that the degree of the child's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an EHCP. The EHCP will detail:

- The pupil's name, address and date of birth
- Details of the pupil's special needs
- Identification of the special educational needs provision necessary to meet the pupils special educational needs
- Identification of the type and name of the school where the provision is to be made
- Relevant non-educational needs of the child
- Information on non-educational provision

All children with an EHCP will have short-term targets set for them that have been established after consultation with parents/carers and pupils and will include targets identified in the EHCP. These targets will be set out in a Learning Plan and implemented, where possible, in the normal classroom setting. The delivery of the interventions recorded in the Learning Plan will continue to be the responsibility of the class teacher.

#### Annual review of the EHCP

All Education, Health and Care Plans must be reviewed annually with the parent/carers, the pupil, the LA, the school and any other professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or the special educational provision specified in the plan. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

At the review in year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools to consider appropriate options within similar timescales to other parents. The SENDCO of the receiving school should be invited to attend the final annual review in primary school for pupils with EHCPs, to allow the receiving school to plan an appropriate Learning Plan to start at the beginning of the new school year and enable the pupil and parents to be reassured that an effective and supportive transfer will occur.

#### Supporting pupils moving between phases and preparing for adulthood

We will share information with the school the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. It is the responsibility of the SENDCO to ensure that all records of pupils with SEND are transferred to the receiving school.

For pupils needing additional support in order to prepare for transition to Hylton Castle Primary from another school or setting or from Hylton Castle Primary to a new school or setting, additional transition visits and information will be offered in the term prior to the pupil starting. Staff from relinquishing and receiving settings are also invited to review meetings during the final term.

#### Our approach to teaching pupils with SEND

Class teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following adaptations and interventions:

- Differentiated learning methods and adaptation of teaching activities to the preferred learning style of the child
- Special equipment
- Additional resources such as word banks, visual prompts, use of ICT to support learning

- Individual behavior charts or incentives
- Alternative methods of recording work
- Individual or group support with a teacher or teaching assistant
- Access to online intervention programmes such as Times Tables Rockstars and Reading Plus
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

#### Evaluating the effectiveness of SEND provision

- We evaluate the effectiveness of provision for pupils with SEND by:
  - Reviewing pupils' individual progress towards their targets each term or sooner for individual pupils who are making accelerated progress
  - Termly assessment of progress in line with the schools monitoring policy
  - Work sampling and scrutiny
  - Reviewing the impact of interventions after each half term
  - Using pupil questionnaires and discussions
  - Monitoring by the SENDCO
  - Classroom observations by the head teacher and SENDCO
  - Teacher meetings with the SENDCO
  - Parental feedback
  - Attendance and behavior records
  - Holding annual reviews for pupils with EHC plans

#### Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Hylton Castle Primary enables all pupils, including those with SEND, to participate in activities together. The head teacher, SENDCO and site manager regularly review the building and surrounding areas to ensure accessibility for all. The school is fully compliant with DDA requirements, has a lift to allow access to level 1 and has a disabled toilet, shower area and changing facilities.

All of our extra-curricular activities and school visits are available to all our pupils, including our breakfast club and after-school clubs. All pupils are encouraged to go on our residential trip to Derwent Hill. All pupils are encouraged to take part in sports day, school plays and any special workshops held in school. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

#### Admission Arrangements

The head teacher meets potential pupils and parents/carers prior to school entry. The admission arrangements and procedures are explained to parents/carers of reception age pupils. For pupils transferring from other schools, verbal and written evidence is sought, along with SATs results, where appropriate.

Admission arrangements for disabled pupils is organised by the head teacher in collaboration with parents.

#### Support for improving emotional and social development

At Hylton Castle Primary we recognise that pupils with SEND may have emotional and social development needs that require support in school. In order to address these issues we have an identified Mental Health Champion (Mrs Wood) and Inclusion Team that meets weekly. The Inclusion Team, alongside all school staff, monitor the emotional health and well-being of all pupils and their families.

We have a zero tolerance approach to bullying.

We have a robust Child Protection Policy in place and follow national and local authority guidelines.

#### Working with Other Agencies

If support from external support agencies is required, permission is sought from parents/carers and the SENDCO will support class teachers in order to make necessary referrals to organisations such as Autism Outreach Team, Language and Learning Partnership, CAHMS and CYPS. Those services will need to see the child's SEND records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in the teaching of the child directly. The resulting Learning Plan for the child will include updated strategies for supporting the child's progress. These will be implemented, where appropriate, in the normal classroom setting. The delivery of the interventions identified continues to be the responsibility of the class teacher.

#### Staff Training and Development

The Inclusion Team, particularly the SENCO, support class teachers when planning for children with SEND. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as mental health issues and autism spectrum disorder.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Speech and Language Therapy Department.

The SENCO will regularly attend local network meetings.

#### Medical Conditions

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans

will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEND, their provision will be planned and delivered in a co-ordinated way with the healthcare plan.

Children in Hylton Castle Primary School, who have medical problems, will not be placed on the School's Special Needs Register unless their condition is significant enough to affect learning achievement. A form is given to parents to complete, before their child enters school requesting significant medical details. This is updated on a regular basis.

There is medical information in the office, which holds emergency references for every child, in case they may require hospital treatment. Safeguarding files and the First Aid Policy contains the emergency procedures which have been agreed by the Governors, the Headteacher, the parents and medical advisors, in case emergency medical treatment should become necessary for a particular child.

If any child on this register has an individual medical plan, the plan will be shared with class teachers and kept in the class SEND file. It is the responsibility of each member of staff to familiarise themselves with such information

Children with medical problems which do not affect learning achievement will be placed on an additional needs register.

### Funding

The school receives its budget from Sunderland LA. This includes money for supporting children with SEND, as identified in the census. The head teacher decides on the deployment of resources for Special Educational Needs and Disabilities alongside school governors.

A whole school provision map is used to identify the needs of the children with SEND. It highlights support and intervention given within school, and is reviewed regularly, so that needs of children are met, and resources are deployed effectively.

### Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCO in the first instance, if the issue is not rectified the next step would be to speak to the head teacher. Parents/carers would then also have the right to contact the Governor responsible for SEND to discuss any further concerns.

The school's complaints procedure is outlined in the School Prospectus. Parents/carers will be given the necessary information upon request.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

#### Monitoring arrangements

This policy and information report will be reviewed by Beth Meldrum every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

#### Links with other policies and documents

This policy should be read in conjunction with the school's

- Teaching and Learning Policy
- Marking and Feedback Policy
- Behaviour Policy
- School SEND Information Report
- Child Protection Plan
- Accessibility Plan
- Equality information and objectives
- Supporting pupils with medical conditions policy