




Special Educational Needs and Children with Disabilities Policy

Statutory

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Hart Plain Junior School

Special Educational Needs and Children with Disabilities Policy

Rationale:

At Hart Plain Junior School we believe that every child is unique and that during his/her time at Hart Plain, each may be in need of special consideration or support, either in the long or short term. This support whether educational, physical or pastoral is monitored and updated continually in line with the school's philosophy alongside statutory and Local Authority regulations and guidelines. We are committed to providing equal opportunity for all our children so that all can enjoy access to the full benefits of a broad and balanced curriculum. They should have the support they need to be safe, healthy and enjoy their school experiences so that they achieve their potential and are able to maintain their economic well-being in the future. They should be involved in the decisions made for them and have the self confidence to make a positive contribution in their lives.

This Special Educational Needs and Children with Disabilities Policy should be considered along with school policies and guidelines concerning: Admissions; Curriculum; Ethos and Culture; Medical Procedures Policy and Supporting Children with Medical Conditions; the Accessibility Plan and the Equality Duty Action Plan. This policy also complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014).

Definition:

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Taken from 2014 SEN Code of Practice: 0 to 25 Years– Introduction xiii and xiv

There are four areas of special educational needs:

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

Children have special educational needs if they are identified as having difficulties in any of the categories above. Such challenges to their ability to succeed must be significantly greater than those experienced by their peers and call for special provision to be made which is additional to and different from what is already available to all other learners. The purpose of this policy is to ensure that all SEND children in the school's care have their special educational needs met through targeted, focused teaching in a learning context adapted to accelerate their progress.

At Hart Plain Junior School we use a number of indicators to identify pupils' special educational needs. Including, but not exclusive to:

- Observations.
- Information from the child.
- Close analysis of data including: termly, yearly and end of key stage assessments, reading and spelling ages. Non-verbal assessments and annual pupil assessments, including specialised assessments carried out by members of the school's support services.

- Any teacher or support staff concerns.
- Following up parental/carers concerns.
- Tracking individual pupil progress over time.
- Liaison with feeder schools on transfer.
- Information from previous schools. Information from other services.

Aims:

- To be as fully inclusive as possible by enabling all children with special educational needs to be provided with the greatest possible access to a broad and balanced curriculum to cater for their particular needs.
- To provide a caring and supportive environment, promoting confidence and self esteem and recognising achievement.
- To encourage all pupils to reach their full potential, both academically and socially, through high quality learning and recreational opportunities.
- To encourage a strong focus on high aspirations and on improving outcomes for learners with SEN which will enable them to succeed in their education and make a successful transition into adulthood.
- To enable early identification and baseline assessment of SEND children as soon as issues present themselves in order to provide personalised and inclusive support programmes, the outcomes of which will be monitored and reviewed at end-of-phase milestones in line with the Hampshire Assessment Model.
- To liaise with outside agencies in order to access specialist advice where appropriate and modify support strategies for children accordingly.
- To ensure there is an effective working relationship between the SENCO and governing body to promote and protect the educational, physical and spiritual interests of all children with special needs
- To work in close partnership with carers by engaging them in collaborative decision-making and encouraging two-way information sharing so that school and home is complementary in supporting the individual needs of SEND children.
- To create an ethos and educational environment that is person centered and has the views and needs of the child at its heart along with their families and carers.
- To fulfil all legal requirements on behalf of all children with Education Health and Care Plans (EHCPs) across the school.
- To pursue the principles and practices of the Special Educational Needs and Disability Act (2001) which amended the Disability Discrimination Act (1995) to make it unlawful for education providers to discriminate against disabled pupils, students and adult learners.
- To ensure reasonable adjustments have been made to ensure that disabled children's opportunities to access a broad and rich curriculum have been maximised
- To implement in substance and in spirit the revised *SEND Code of Practice: 0 -25 years – April 2014* (last revised May 2015) by ensuring that all staff and governors receive up-to-date, relevant guidance and training so that they are fully able to act out school and county procedures for working with SEND children.

Principles.

- The school makes sure that the SENCO role will always be designated to a suitably qualified member of staff
- The school understands that excellent provision for pupils with SEND is a whole school responsibility led by the SENCO but also realises that accountability lies with individual class teachers who are primarily responsible for enabling the good progress of SEND children in their care
- The school knows that building SEND children's self-esteem within classrooms is extremely important, enabling them to integrate socially and to develop an inclusive identity alongside their peers
- The school expects that pupils with SEND will automatically be included in all aspects of school life in accordance with health & safety regulations and the child's own individual needs and characteristics.

- The school ensures that specialist advice is always sought and risk assessments made so that necessary steps are taken to ensure that disabled pupils are treated equally and in a non-discriminatory manner
- The school understands that SEND children may occasionally be withdrawn from mainstream curriculum activities for assessment and special intervention activities but also believes that support is predominantly manifested within classrooms where activities and learning conditions are individually adapted for purpose.
- The school listens to children's and carers' views in agreeing plans and making key decisions on how to overcome individual learning barriers as well as social, emotional and physical challenges
- The school is committed to working cooperatively and proactively with the county's education, health care and social services
- The school understands that children and carers of children with EHCPs have the right to request a Personal Budget, which may contain elements of education, social care and health funding.

Procedures:

When planning curriculum provision and monitoring pupil progress, we will be aware of all children (and especially of children with special educational needs) by ensuring:

- A personalised curriculum experience (where appropriate)
- Enhancement in the level and type of resourcing made available for individuals' use.
- The appropriate use of specialist equipment (as necessary)
- The availability of specialist adult support (where appropriate)
- A variety of teaching and learning styles are employed according to children's needs
- Sensitivity regarding the discussion and physical organisation of necessary environmental changes relating to the requirements of the "Special Education Needs and Disability Act 2001" and "Equalities Act 2010"
- The termly (or three times per year), formalised contact between teachers and carers.
- The involvement of parents and governors in the annual refinement of the school's SEND Information Report
- That the SEND Information Report is available to parents on the school's website and linked to the county's Local Offer
- That LSA IPP objectives are related to the general aims of the strategic school plan and the specific needs of SEND children
- That the annual cycle of SEND progress meetings between SENCO and class teachers is designed to coincide with the on-going four-part cycle of best-practice SEND support: assess, plan, do and review
- That maths, reading and spelling progress will be measured termly and SEND progress data against end-of-phase milestones will be collated and evaluated in November, February, May and July in line with the Hampshire Assessment Model.

We will also:

- Ensure that assessment for learning is carried out as an integral part of everyday, professional practice to enable early identification and intervention for children with special needs
- Provide personalised resources in lessons to enable SEND children to access a broad, balanced and stimulating curriculum
- Engage and interact with parents informally to update them, seek their opinions or ask for information
- Facilitate the knowledge and skills of external agencies and outreach services from Special Schools wherever possible.

The Graduated Approach:

Quality First Teaching

- 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.

- Once a pupil has been identified as possibly having SEN they will be closely monitored and assessed by staff in order to gauge their level of learning and possible difficulties.
- 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.
- The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through (b) and (d) it can be determined which level of provision the child will require.
- If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- 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.
- The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN register. It is recorded by the school as an aid to further progression and for future reference. The child will be given targeted support within class.
- Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school records. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part procedure:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services, will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents. Parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEN.

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. They will work closely with teaching assistants and /or relevant specialist staff 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 will be undertaken in line with agreed dates. 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 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. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Managing the needs of pupils who qualify for SEN support:

In many cases the pupil's needs are effectively met within school. The way this is done is outlined in the School's Local Offer which is published on the school's website.

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching (Universal Support) they are discussed with the SENDCo and a plan of action is agreed.
- Where a pupil continues to make less than expected progress despite evidence based support matched with interventions (targeted support) addressing areas of need it may be necessary to involve specialists in the school or from outside agencies (specialist support). Parents will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies. (Except in child protection cases where a child is deemed to be at risk.)
- An Individual Learning Plan (I.L.P) is drawn up and appropriate targets set. The plan is reviewed termly. It records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1:1 or in small group) put in place to enable the child to achieve these targets. The responsibility for maintaining/updating I.L.P is that of the class teacher. Targets for children at SEN Support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher - who monitors progress towards the targets during the intervention - and by the SENDCo who monitors overall progress after the intervention.
- Where assessment indicates that support from specialist services is required the school strives to ensure that the pupil receives this as quickly as possible. The Local Offer sets out

clearly what support is available and how it can be accessed. Support Services used in Hart Plain Junior School include for example Educational Psychology, Primary Behaviour Service (PBS), CAMHS (Child and Adolescent Mental Health Service) and Speech and Language Therapy Services. Accountability for the quality of provision is that of external agencies is undertaken by the SENDCo who jointly agrees the funding of such provision with SLT. The SEND governor ensures that the school meets its responsibility for all children who have SEND.

- Hearing and/or vision checks may be sought to discount any unidentified problems.
- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the need of the child or young person and they have not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. In applying for this the school presents evidence of the action taken as part of SEN Support.

A decision is made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class. The SENDCo monitors interventions to identify 'what works'. Where it is clearly evidenced and deemed that a pupil has made significant progress, enough to close the attainment gap between the child and their peers, in line with age appropriate expectations, the child will be removed from the SEN register.

The SENDCo will:

- Lead SEND staff meetings with all class teachers using *the graduated approach* to review progress, assess outstanding barriers to learning and agree best next steps/strategies to support existing provision
- Maintain a formal register of all pupils in the school with SEND and maintain individual records of interventions and their outcomes.
- In consultation with the Headteacher, ensure that SEND funding is used effectively in the recruitment and deployment of learning support assistants and specialist SEND support
- Conduct pupil interviews with SEND pupils to monitor learners' perspectives and adapt the style of provision accordingly
- In consultation with the Headteacher, ensure that the purchase and allocation of resources are made appropriately and reviewed regularly.
- Advise the Headteacher and all staff on SEND issues and initiate training as required.
- Review individual behaviour management plans on an on-going basis (IBMPs) and re-write them in collaboration with staff
- Request statutory assessment of SEND if necessary and annually review EHCPs as required
- Liaise with parents, outside agencies, the SEND Governor, local Infant and Secondary schools.
- Organise the training of the learning support staff and advise them in areas of professional expertise related to teaching and learning
- Lead the performance management of all learning support assistants and SEND specialists in pursuit of individualised and whole school-based objectives
- Liaise with the SEND Governor at least termly to review the impact of resources and interventions.

Within the framework of the new SEND Code of Practice 2014, the Governing Body will:

- Ensure that the necessary provision is made for any pupil who has special educational needs.
- Name a member of the FGB to be responsible for SEND and liaising with the Headteacher and SENCO.
- Collaborate with the SENCO and parents to produce the annual SEND Information Report.

Storing and Managing Information:

All records containing sensitive records relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet when not in use. The same confidential and secure approach applies to information shared with outside agencies by telephone, email or letter. Files shared with other schools during transition are either delivered by hand or via secure courier. The school's policy on data protection is available to view on the school website.