



HARTSBOURNE PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY 2014

This policy to be read in conjunction with all curriculum policies and the Assessment Policy, Equal Opportunities Policy, Pupil Premium Policy, Planning Policy, Teaching and Learning Policy, Racial Equality Policy, PSHE + C Policy

POLICY REVIEW

This policy was reviewed in autumn 2014 in light of the Government's Green Paper on SEND, highlighting the following areas for reform:

- To include parents in the assessment process for Education Health Care plans (EHC) and introduce a legal right, to give them control of funding for the support their child needs;
- To replace statements with a single assessment process and a combined education, health and care plan so that health and social services is included in the package of support, along with education;
- To replace the existing complicated School Action and School Action Plus system with a simpler new school-based category to help teachers focus on raising attainment; and to give parents a greater choice of school for their child.

STATEMENT OF INTENT

This SEND Policy will be implemented in accordance with Hertfordshire County Council policies and with regard to the Government's current SEND Code of Practice. The policy is developed to be mindful of the inclusion process, adhering closely to three key principles:

- Set suitable learning challenges for all pupils
- Respond to pupils' diverse learning needs
- Overcome potential barriers to learning and provide accurate assessment for individuals and groups of pupils

RATIONALE

The Governing Body and staff of Hartsbourne Primary School are committed to providing an appropriate and high quality education to all our children. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and that they should be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Hartsbourne Primary School is committed to inclusion. We aim to maintain and extend the school's culture, policies and practices of inclusion for all learners and to engender a sense of community and belonging.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys
- Service family children
- Minority ethnic and faith groups
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are disabled or have long term illness
- Those who are gifted and talented
- Those who are looked after by the local authority
- Any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe in both early identification and early intervention. We understand that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Hartsbourne Primary School we aim to identify these needs as they arise and provide teaching and learning contexts that enable every child to achieve to his or her full potential. We see the inclusion of children identified as having special educational needs as an equal opportunities issue, and we also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

The Inclusion Manager is Julie Durrant-Patel. The SEND Governor is Karen Stockman.

TYPES OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

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 (SpLD): 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. NB: Behavioural difficulties do not necessarily mean that a child or young person has special needs and should not automatically lead to a pupil being registered as having SEND.

Sensory and/or Physical Needs: This includes children with sensory, multi-sensory and physical difficulties.

OBJECTIVES OF THE POLICY

At Hartsbourne we will:

- Identify, assess and provide for a child's difficulty in learning as early as possible in school life or after arriving at Hartsbourne from another education provider.
- Ensure all children receive their entitlement to a relevant, broad and balanced curriculum.
- Support the family of the child experiencing difficulty.
- Share information and expertise in order to improve future provision.
- Ensure planning and decision-making is 'child-centred' and involves all relevant parties.
- Include appropriate challenge and target setting for the pupil and celebrate success.
- Budget for the maximum use of the school's resources.
- Monitor access and facilities for the disabled and ensure provision is made through the School Improvement Document (SID).

AIMS OF THE POLICY

The aim of our SEND provision is to ensure that children will have access to a curriculum and resources that will help them to progress at their own pace and level in order to achieve their maximum potential.

SEN in this school is the shared responsibility of school, parents/carers and appropriate external agencies. We ask all who work within this partnership to have regard and respect for our 'Statement of Intent'. We will aim to:

- Provide full access to the National and Early Years Foundation Stage Curriculum
- Provide differentiated learning and avoid learning processes which create anxiety
- Take account of different teaching and learning styles
- Implement the policy with no barriers to access and opportunity as a result of race, gender, culture or disability
- Avoid the negative labelling of children
- Develop the child's personal, health and social education and sense of citizenship
- Promote high self-esteem and recognise individual worth and achievement
- Provide SEND programmes of learning which also reflect the approaches to teaching and learning as outlined in the school's current policies

CO-ORDINATION AND MANAGEMENT OF SEND

This policy will be implemented by all staff in the school and it is therefore important that all involved are aware of the arrangements we have made for special needs.

It is intended that the Inclusion Manager, class teachers, teaching assistants and Senior Leadership Team should work closely with each other so that a child with possible/ additional learning needs is identified early and placed on a class 'concern list'.

SEND PROCEDURES AND GRADUATED RESPONSE

Graduated Response consists of four stages: Assess, Plan, Do and Review. Following assessment we will identify children causing concern because of slow or no progress or perceived under-achievement. If we decide to provide SEND support or intervention then parents will be notified and invited to contribute to an 'individual provision map' (PPM). PPM's will be reviewed regularly; usually once per term.

Children causing concern will be regularly monitored and outcomes tracked to identify the impact of interventions and ensure progress improves. It is anticipated that for some pupils, progression will be cyclical, i.e. school-based intervention followed by external intervention, back to school-based intervention. There will be occasions when the nature of the difficulty necessitates rapid action by the school.

At Hartsbourne we will implement the 'Waves' Model to ensure all children are able to make appropriate progress through their learning journey:

- Wave 1:** High quality first teaching supported by the implementation of effective whole-school policies and frameworks.
- Wave 2:** Implementation of appropriate catch-up programmes and small-group interventions supported by group and personal provision maps, for children working just below age-related expectations.
- Wave 3:** Targeted individualised programme of support (with or without the involvement of external agencies) for children working well below age-related expectations in literacy and/or maths, to accelerate progress.

SEND LIST AND REFERRAL SYSTEM IN SCHOOL

A teacher, parent, Inco or other professional, such as a health or social care worker, expresses concerns that a pupil is showing signs of having a special educational need (See Appendix 1 for the in-school referral system):

- Parents are sensitively informed of the teacher's/other professionals' concerns.
- The class teacher gathers information about the pupil's difficulties, and strengths.
- The information will be used to inform future planning if concerns continue and/or personal provision maps need to be written.

Teachers may use the following list to ensure all possible areas of concern are considered:

1. General Concerns:

- Health (Medical, vision, hearing, motor skills, co-ordination) and attendance
- Behaviour, social skills, self-esteem
- Concentration, attitude and approach to learning
- Relevant family issues/circumstances

2. Educational Attainments:

- Outcomes from EYFS profiles, (IAELD assessments from Nursery provision)
- Outcomes from cognitive abilities baseline tests (eg non-verbal reasoning)
- SATs and teacher assessments, APP records, reading records
- Previous end of year reports
- Examples of writing and/or other recorded work

3. Information gathered from:

- Parents
- Professional judgments of staff at school
- Assessment outcomes, PPMs, behaviour questionnaires
- External agency reports
- The child

School staff will follow strategies for Waves 1 and 2 to give the pupil access to the curriculum. Teachers and the SLT will review the pupil's response to these strategies and decide, after a maximum of six months, whether to:

- Remain on List of Concern and continue with Wave 2 interventions including PPMs
- Move to Wave 3 for a limited period with support of an PPMs
- Referral to external agencies for specialist assessments
- Be removed from the list of concern and return to Wave 1

GROUP AND PERSONAL PROVISION MAPS (PPMs).

An PPM is written and implemented by the class teacher with the support of parents and the pupil (where appropriate). PPMs will be reviewed with parents at Parent Consultation meetings or other times as appropriate.

Where progress is made, the pupil may remain at Wave 2 or 3 with a new G/PPM or return to the concern list for a period of monitoring.

If progress is unsatisfactory, the strategies used in the G/PPM should be reviewed with the Inco and/or SLT. If progress remains unsatisfactory, the school may seek a referral to specific external agencies:

- Learning Support Services (eg Parkside SpLD Base, Colnbrook Special School)
- Education Psychology Service (EP)
- Speech and Language Therapist (SALT)
- Occupational Therapist (OT) Physiotherapist
- School Nurse/ADHD Nurse
- Behaviour Support Services (eg Watford Peace Centre, Chessbrook)
- Family Support Services (South West Herts Partnership, Advance, ASD Support)
- Child and Adolescent Mental Health Service (CAMHS)
- In-school Counselling from Hertfordshire Counselling Service

The class teacher will be provided with advice and resources to support the child from these outside specialists. These resources could include;

- Additional teaching time, different/new teaching strategies
- Classroom assistance
- Different concrete resources or teaching aids.

EDUCATION HEALTH CARE PLAN (EHC)

A very small number of children may present needs that are extremely complex and diverse. It may be appropriate that a child with such needs is referred to the local education authority for an assessment that may in turn lead to the agreement of an Education Health Care Plan.

From 1 September 2014, local authorities will offer no new assessments for statements or LDAs. New requests for an assessment of special educational needs after this point will be considered under the new legislation. Transfer of all children and young people with existing statements to EHC plans must be completed within three years.

Any such referral is made to the appropriate agencies by the Inco, in consultation with the Head Teacher, parents/carers and other involved parties as appropriate. When requesting an EHC the school will need to provide written evidence of progress, effectiveness of strategies and a record of outcomes from the programmes implemented.

PROGRESS, SEVEREITY AND COMPLEXITY

Progress

The progress that a child has made in response to the support provided is an important factor in deciding next steps. The degree of progress often reflects the effectiveness of different strategies and/or the need to review these. Children progress at different rates and their capabilities are an important element in the evaluation of progress. Class teachers will set targets that are specific, measurable, appropriate, realistic, and time related (SMART).

Severity

Severity is a measure of how a pupil compares with his or her peers. Where possible it is based on standardised tests that provide objective evidence about a pupil's attainment, such as the Salford Reading Test. Centiles (the percentage of the population achieving the same level or below) are used to make comparisons easier. Centiles also make it clearer whether a pupil has made progress in relation to his/her peers.

A centile (also called percentile) score shows what percentage of the pupils of the same age, can be expected to perform at that level or below on that test. A pupil scoring at the third centile is in the bottom 3% and a pupil scoring at the 98th centile is in the top 3%.

Complexity

Complexity takes account of the number and range of factors, which may contribute to a child's special educational, needs and ensures that each child is considered as an individual. It provides some flexibility to respond to individual children's needs; for example other criteria may be applied less stringently in the light of complexity factors.

Understanding of the complexity of a pupil's needs depends on the collection of accurate information from a variety of sources. Close working with other agencies and an understanding of their priorities is essential in identifying complexity factors.

ROLE OF THE INCLUSION MANAGER

The Inclusion Manager is Julie Durrant-Patel and the INCo will:

- Maintain up to date records of pupils requiring interventions (both least and most able pupils).
- Contribute to the review of pupil progress (as measured by termly assessments) in collaboration with the SLT to determine particular focus children, an overview of pupil performance and allocation of support staff. (NB: Deployment of Human Resources is the responsibility of HeadTeacher).
- Regularly review all pupils with SEND in consultation with colleagues and parents as appropriate.
- Work alongside the SLT and contribute to the school monitoring cycle
- Co-ordinate referrals to outside agencies/professionals.
- Co-ordinate EHC Plans and assist in formulating any additional reports as part of this procedure.
- Monitor use of Hertfordshire's Predicted and Exceptional Education Need Funding and prepare case studies for any individual pupil funding applications.
- Inform and consult Head Teacher and SLT as appropriate.
- Liaise with Governing Body, presenting reports when required.

ROLE OF GOVERNORS

The SEND policy will be subject to a regular cycle of monitoring, evaluation and review. The Head Teacher will report on SEND in the termly report to governors. The governing body will consider the effectiveness of the school's work on behalf of pupils with special educational needs and monitor accordingly.

ROLE OF STAFF AND CPD

Continuing Professional Development

Staff development opportunities are prioritised through the School Improvement Plan and the implementation of Performance Management objectives.

Record Keeping

Each class teacher will keep a Planning File (Blue Ring Binder), and an Inclusion & Assessment File (Yellow Ring Binder). (*See Assessment, Teaching and Learning and Planning Policies*). Teaching Assistants will keep records of interventions in their yellow files.

When a child has been identified as having SEND, additional records and information are recorded and are kept by the class teacher and are available for parents/carers. PPMs will be reviewed at parent consultation evenings or at other times. In the event of a child moving school these records provide a clear indication of the child's provision and progress and they will be forwarded to the next setting.

The pupil's name will be entered on the 'concern list' and parents will be made aware of this.

PPMs are intended to be working documents. A copy will be held on the school intranet and by the class teacher, Inco and parents. It is important that all pupil details, dates, etc are accurately recorded. New PPMs will be drawn up and evaluated with parents at least termly for pupils with both learning and behavioural difficulties.

Each PPM will cover all the pupil's needs, i.e. learning, behavioural, medical, etc. They will include all the action taken by the school, parents, outside agencies, and any teaching or classroom support allocated. Further guidance for staff can be sought from the Inco.

PARENT CONSULTATION

An effective parent partnership is a key part of our school ethos. Parents will be consulted regarding their child's special needs and will be informed throughout regarding the SEND procedures implemented for their child and the progress achieved by any one, or combination of:

- ❖ Parent consultation evenings
- ❖ Explanatory letters, leaflets, notes
- ❖ Individually arranged consultations with appropriate staff

The school will generally:

- Seek parental permission before referral to outside agencies.
- Share targets, GPM and PPMs with parents and pupils (as appropriate).
- Ensure parents sign PPMs and targets set at the Parent Consultation evening to demonstrate evidence of this process.
- Agree a more informal method of communication as agreed between parties.
- Make the Inco available for individual parental appointments as required.
- Encourage parents to fulfill their responsibilities including:
 - ❖ Communicate regularly, alerting school to any concerns
 - ❖ Fulfill any obligations under home/school agreements, including homework
 - ❖ Support their child in partnership with school and other agencies/professions

Complaints

We understand that there may be occasions whereby parents feel the need to make a complaint; this may be done through the school's Complaints Procedures as outlined on our website and in our Complaints Policy.

PUPIL PARTICIPATION

"Children, who are capable of forming views, have a right to receive and make known information, to express opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child" (Articles 12 & 13 of the United Nations Convention of the Rights of the Child). The whole school ethos of Hartsbourne School embraces the importance of encouraging and supporting pupil participation. This is done in many ways, including:

- Recognising the importance of ensuring access for all pupils to all the activities within the whole life of the school.
- The importance of developing pastoral support systems and school council systems as identified in the 'Healthy School' programme and our PSHE policy.
- Encouraging pupils to take responsibility for themselves and their participation in their education and learning opportunities from Reception onwards.
- Sensitively supporting children with medical conditions such as hearing impairment, congenital conditions, or physical needs.

- Developing the role of the pupil in setting, monitoring progress and evaluating targets for learning, including PPM targets.

However it is also important to note: "There is a fine balance between giving the child a voice and encouraging them to make informed decision and overburdening them with decision making procedures when they have insufficient experience and knowledge to make appropriate judgements without additional support". (The Children Act 1989 Guidance and Regulations).

RESOURCES

SEN resources are located in PPA Room and resources corridor between Year 3 and 4. ICT resources are available from the ICT cupboard and are installed on relevant classroom computers.

SUCCESS INDICATORS

This policy will be reviewed and its success measured by taking account of the following critical success factors, severally or individually:

- The culture, practice, management and deployment of resources in a school are designed to ensure **the needs of all children are met**;
- Early identification of pupils with SEND
- Best practice is exploited when devising interventions
- The wishes of the pupil and parents are taken into account
- Educational professionals and parents are working in partnership
- Interventions for pupils are reviewed regularly.
- The extent to which standards have improved generally across groups of vulnerable pupils.

ADMISSIONS

Hartsbourne Primary School is a local authority maintained school and we adhere to Hertfordshire's admissions policies. If a child with SEND fulfills the admission criteria, and his/her parents wish that child to attend, we will attempt to serve the needs of that child where possible.

PLEASE NOTE: This is a working policy document and may be subject to change at any time. Policy reviews take place in line with the school monitoring cycle.

Date of Policy: September 2014
Date of Review: September 2015

APPENDIX 1:

HARTSBOURNE PRIMARY SCHOOL REFERRAL SYSTEM

Wave 1:

High quality first teaching including differentiation, concrete resources, scaffolds etc

Lack of progress:

Establish a baseline, (cognitive abilities test) talk to TA and previous teacher

Appropriate differentiation of work and research/use different resources/strategies

No change to progress:

Discuss with Inco, pupil and parents

Wave 2:

Write *GPM and PPM using APP sheets and assessment outcomes

Monitor impact of interventions through appropriate assessment
and termly progress meetings

Progress made?

Return to Wave 1 or continue at Wave 2

No change or inadequate progress?

Discuss at termly progress meeting, with pupil and parents.

Wave 3

Consider implementing 1:1 support of a planned programme

Discuss in-school assessments (eg Dyslexia screening, reading test) with Inco/Head

Discuss appropriate referral to external agencies with Inco/SLT

Monitor impact of intervention through appropriate assessment, APP sheets and termly progress meetings

Adequate progress made?

Return to Wave 2 or Wave 1

*Group or personal provision map