

Heron Way Primary School

SEND Policy

Date	Review Date	Coordinator	Nominated Governor
Sept 21	Sept 22	Charlotte Head	Stuart Mills



Heron Way Primary School



Special Educational Needs and Disability (SEND) policy

Glossary

- DfE – Department for Education
- EHCP – Education, Health and Care plan
- LA – Local Authority
- SEN – Special Educational Needs
- SEND – Special Educational Needs and/or Disability
- SENCo – Special Educational Needs Coordinator
- ILP – Individual Learning Plan

Aims of this SEND policy

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the SEND Code of Practice (2014)
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need;

1. Communication and Interaction,
2. Cognition and Learning,
3. Social, Emotional and Mental health,
4. Sensory/Physical.

- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted, continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

At Heron Way Primary School, we strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos, with high expectations, offering a broad and balanced curriculum, to which all can access. Our local offer (see website) outlines the range of support which could be provided for all pupils in more detail.

What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN: "A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.**"

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 includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer."

How do we identify if children need extra help?

We know when pupils need help if:

- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need; Communication and Interaction, Cognition and Learning, Social, Emotional and Mental health and Sensory/Physical.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- A pupil asks for support.

What should a parent do if it thinks their child may have special educational needs?

- If parents have concerns relating to their child's learning then please initially discuss these with your child's teacher. This then may result in a referral to the school SEN Team: Mrs Charlotte Head (SENCO) and Caroline Imrie (SEN Specialist). The SEN Team can be contacted via the school office.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school within reasonable adjustments.

How will the school support a child with SEND?

- All pupils will be provided with first quality teaching, which is differentiated to meet the diverse needs of all learners.
- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:
 - classroom observation by the senior leadership team, the SEN Team, external verifiers
 - ongoing assessment of progress made by pupils with SEND
 - work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
 - pupil progress meetings with the SEN Team to provide advice and guidance on meeting the needs of pupils with SEND
 - attendance and behaviour records

- All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.
- Pupils' attainment is tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher and a member of the Senior Leadership team.
- Additional action to increase the rate of progress will be then identified and recorded.
- Additional adult support deployed when needed to provide personalised provision and intervention, in addition to that delivered by the teacher.

Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.

- Action relating to SEND support will follow an assess, plan, do and review model:
 1. **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
 2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SEN Team.
 3. **Do:** SEND support will be recorded on an individual learning plan (ILP) that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
 4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are still not judged to be adequate, despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of the pupil. This will only be undertaken after parent permission has been obtained and may include referral to;

- Specialists in other schools e.g teaching schools, special schools
- Learning and Behaviour Advisory Team
- Educational Psychologist
- Social Communication and Autism Team
- Educational Welfare Officers
- Physical and Disability Services (NHS)
- Social Services
- School Nurse
- Child and Adolescent Mental Health Service (CAMHS)
- Occupational Therapist
- Speech and Language Therapy services

For a very small percentage of pupils, whose needs are significant and complex and the SEND support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs (EHCNA). This may result in an EHCP being provided.

- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

How will the curriculum be matched to each child's needs?

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the SEN Team and/or external specialists.
- An Individual Learning Plan will be written collaboratively by the class teacher, SEN Team and parents, to provide personalised learning targets. These are carefully monitored and reviewed termly.
- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

How will parents know how their child is doing?

- Attainments towards the identified outcomes will be shared with parents termly through parents evening with class teachers and an additional SEN parents evening, if required.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SEN Team, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01403 261944.

How will parents be helped to support their child's learning?

- Discussion with class teacher to personalise home learning experiences.
- The class teacher or SEN Team may suggest additional ways of supporting your child's learning.
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SEN Team who will locate information and guidance for you in this area.

What support will there be for children's overall wellbeing?

The school offers a wide variety of pastoral support for pupils. These include:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These are identified on the SENCo's provision maps and aim to support improved interaction skills, emotional resilience and well-being.
- Access to identified Learning Mentors.
- Pupils who find outside class times difficult are provided with support within the school to develop their social interaction skills.
- ELSA support (Emotional literacy) support groups by specially trained support staff
 - Drawing Therapy by specially trained support staff

- Pupil and parent voice mechanisms are in place and monitored for effectiveness by the Governor responsible for this area.
- Access to a private counsellor to support mental health and wellbeing of pupils through one to one therapy sessions.

Pupils with medical needs

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and identified in the school Medicine Administration Policy.

What specialist services are available at the school?

The school has access to a range of specialist support that are identified above.

What training do the staff supporting children and young people with SEND undertake?

In the last two years school staff have received a range of training.

Awareness training has been provided to staff through internal and external CPD on:

- Supporting pupils with dyslexia and literacy difficulties
- Supporting pupils on the autistic spectrum
- Supporting pupils with behavioural difficulties
- Supporting pupils with speech, language and communication difficulties
- Supporting pupils mental health and wellbeing

Specialist training has been provided to the SENCo:

- Achievement of the National Award for SEND coordination
- Understanding and supporting pupils good mental health
- Supporting pupils with sensory processing needs
- The school has regular visits from SEND specialist teachers and the Behaviour Support Team who provide advice to staff support the success and progress of individual pupils.
- The NHS Speech Language Therapist visits termly to assess and plan support for targeted pupils. These programmes are then delivered by a trained Teaching Assistant.
- The Governor with specific responsibility for SEND has completed the SEN Governor training.

How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

How accessible is the school environment?

The following adaptations have been made to the school environment:

- Disabled parking spot marked and located next to the school reception.
- One toilet has been adapted to ensure accessibility for visitors with a disability.
- A medical room has been provided in order to enable a safe place for insulin testing/injections.

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SEN Team are available to meet with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school:

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and identified on the website.
- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

How are the school's resources allocated and matched to children's special educational needs?

- The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:
 - A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
 - The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
 - The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.
 - For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation.

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities.

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SEN Team or a member of the Senior Leadership Team.

How is the decision made about how much support each child will receive?

- For pupils with SEN but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SEN Team, class teacher and parent.
- For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

How will I be involved in discussions about and planning for my child's education?

This will be through:

- discussions with the class teacher, SEN Team or senior leadership team member,
- during parents evenings,
- meetings with support and external agencies.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher,
- The SEN Team,
- The Headteacher,
- For complaints, please contact the School Governor with responsibility for SEND. Their name is Stuart Mills. They can be contacted via the school office.

Support services for parents of pupils with SEN include:

- The Information, Advice and Support service (SEND IAS) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest SEN IASS can be located via

<https://westsussex.local-offer.org/services/7-information-advice-and-support-service-send-ias-form-early-known-as-parent-partnership>

- The SEND IAS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process.
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <https://wsms.org.uk/>

- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here

<https://www.gov.uk/government/publications/appeal-a-send-tribunal-decision-send20>

Information on where the Local Authority's Local Offer

The West Sussex Local offer can be found at the following web address:

<https://westsussex.local-offer.org/>

Our locality local offer can be found on our website, alongside our school SEN Information report:
<http://www.heronway.w-sussex.sch.uk/>