



Inspire, Challenge, Learn

Pool Hayes Primary School

SEN and Disability Policy

Date: **October 2018**

SEND POLICY

Pool Hayes Primary School Policy for Special Educational Needs and Disability

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0-25 (January 2015)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)
- Children and Families Act 2014
- Teacher's Standards 2012

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INTRODUCTION

Pool Hayes Primary School is committed to providing an appropriate and high quality education to all the children living in our local area. 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 to be fully included in all aspects of school life. Every teacher is a teacher of every child, including those with special educational needs.

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. Pool Hayes Primary School is committed to inclusion. We aim to create a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. **This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.**

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
- pupil premium

- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with identified special educational needs (SEN)
- learners who are disabled
- transient pupils - those who enter after Reception, Year 2, Year 4
- our more able learners
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers and those who are in families under stress or experiencing difficulties
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the need 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 believe 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.

The policy will be reviewed and adjusted in the light of legislative change and school relevance.

AIMS

Our aim is to promote a whole school approach to SEND, supporting the school's core values of 'Inspire, Challenge, Learn', within a fully inclusive ethos and developing high quality provision that meets the special educational needs of all children, enabling them to 'Go for Gold' and reach their full potential.

OBJECTIVES

We will achieve this by:

- Ensuring that the Equality Act 2010 and relevant Codes of Practice and guidance are implemented effectively across the school.
- Ensuring equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
- Continually monitoring the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- Providing full access to the curriculum through differentiated planning by Class Teachers, SENCO, and support staff as appropriate.
- Providing specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having special educational needs.

- Ensuring that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- Ensuring that we are able to meet the needs of as wide a range as possible of children.
- Involving parents / carers at every stage in plans to meet their child's additional needs.
- Involving the children themselves in planning and any decision making that affects them.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of 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.

Special educational provision is educational provision that is **additional to** or **different from** that made generally for other children or young people of the same age.

Disabled children and young people

Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '*...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities*'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. **Children and young people with such conditions do not necessarily have SEN**, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The SEND Code of Practice (2015) recognises four broad areas of need. These are:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.

- Sensory and physical needs.

Further information about these four areas can be found in *The SEND Code of Practice 0-25 - a guide for parents and carers*.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Early identification and the provision of effective intervention are widely recognised to improve long-term outcomes for children with SEND. At Pool Hayes Primary School, class teachers make regular assessments of progress for all pupils and seek to identify pupils making less than expected progress, given their age, baseline and individual circumstances. Pupil Progress meetings are held throughout the year, to monitor the progress of all pupils. Where a child is making less than expected progress (see definition below), despite receiving high quality first teaching, the Class Teacher, working with the SENCO, will assess whether the child has a Special Educational Need. **This assessment will include the views of the parents and the pupil themselves.**

Additional provision should continue while this assessment takes place.

A meeting will take place to consider all the evidence and to determine whether a pupil has SEN. The pupil's parents / carers must agree to the decision to record their child as having SEN. Either before the meeting, or during it, an 'SEN Early Concerns and Responses' form will be completed, see Appendix I.

The SEND Code of Practice (2015) describes less than expected progress as that which:

- *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*

Slow progress and low attainment do not necessarily mean a child has SEN. Equally, it should not be assumed that attainment in line with chronological age means there is no learning difficulty - some learning difficulties and disabilities occur across the range of cognitive ability. If left unaddressed, these difficulties may lead to frustration, disaffection and emotional or behavioural difficulties.

THE GRADUATED APPROACH TO SEN SUPPORT

SEN support at Pool Hayes Primary takes the form of a four-part cycle, through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupils in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist

expertise in successive cycles, following the **ASSESS - PLAN - DO - REVIEW** model (as recommended in the SEND Code of Practice, 2015).

Assess

When identifying SEN, the Class Teacher, working with the SENCO, carries out a clear analysis of the pupil's needs. This builds on the assessments used as part of the whole school assessment policy and includes the pupil's and parent's views and experiences, as well as advice from any external agencies who may have supported the pupil. At Pool Hayes Primary we have a range of assessment tools to help inform this analysis.

Plan

The pupil and parents work with the Class Teacher to agree the adjustments, interventions and support to be put in place. This is recorded in the form of a 'Personalised Learning Targets' document (see Appendix II). These are shared with all staff who work closely with the pupil.

Do

The Class Teacher is responsible for working with the child on a daily basis. They work closely with any Teaching Assistants or specialist staff involved, to plan and assess the impact of the additional interventions

Review

The impact of support and interventions will be evaluated. The views of the pupil and their parents will be included. The class teacher will revise the support in light of the outcomes of the review.

At Pool Hayes Primary, additional provision has three levels:

Early SEN Concern.

If a child is making inadequate progress, evidence is gathered to assess whether universal provision (i.e. that provided to all children in the class) is sufficient to successfully meet the needs of the pupil. This evidence should include:

- Parents' views
- Pupils' views
- Outcomes of interventions
- Progress data

This evidence will be used to determine whether the pupil has Special Educational Needs.

SEN Support.

Once a child is identified as having SEN, a 'Personalised Learning Targets' document will be completed at a meeting with parents, and their needs and planned provision will be recorded on the school provision map.

The 'Personalised Learning Targets' form an individual record for the child and contain information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including support at home.

The Personalised Learning Targets will be reviewed termly. The pupil, their parents and class teacher will contribute to the review to monitor progress and plan future additional provision.

EDUCATION HEALTH AND CARE PLAN

For a child who is not making adequate progress, despite a period of SEN Support or they have complex needs, and in agreement with the parents/carers, the school may request the Local Authority (LA) to make a statutory assessment in order to determine whether it is necessary to make an Education Health Care Plan.

An EHCP is a legal document which sets out a description of your child's needs (what he or she can and cannot do) and what needs to be done to meet those needs by education, health and social care. Generally, only a very small number of children with especially complex and severe needs - which require very high levels of support - are issued with an EHCP.

A request for a Statutory Assessment may also be made by a parent or outside agency.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Reviews of an EHCP

EHCPs must be reviewed annually to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

SUPPORTING PUPILS AND FAMILIES

Staff and parents/carers will work together to support pupils identified as having additional needs. Parents/carers will be involved at all stages of the education planning process.

We work with a wide range of external agencies and professionals to support our pupils with SEND and their families, including:

- Educational Psychologists.
- Rushall Inclusion Advisory Service.
- Owl Behaviour Consultancy.
- Walsall NHS Speech and Language Therapy Service.
- Walsall Child and Adolescent Mental Health Service
- Education Welfare and Attendance Officers.
- School Nurse Service.

See the school website for links to Walsall Local Offer and our school's SEND Information Report.

MONITORING AND EVALUATING OF SEND

Outcomes of monitoring are used to review current SEND Action Plan and plan action for the following year.

The SENCO completes an annual report for Governors.

TRAINING AND RESOURCES

Funding for SEND is delegated to the school as part of the whole school budget. This budget is reviewed annually.

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development. In-house additional needs and inclusion training is provided through staff meetings by the SENCO and appropriate external agencies.

The SENCO attends regular meetings and events to update and revise developments in Special Needs Education and Inclusion. All staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class level. Support staff are encouraged to extend their own professional development and the

management team will ensure tailor-made training where this is appropriate.

Training undertaken by staff includes: -

- Autism awareness.
- Dyslexia awareness.
- Support for hearing impaired pupils.
- Delivering effective interventions.
- Lego therapy.
- Makaton.

The SENCo has completed the National Award for Special Educational Needs Coordination and a P.G.C.E (Special Education and Inclusion).

ROLES AND RESPONSIBILITIES

Responsibility for coordination of Inclusion and SEND provision is as follows: **Head Teacher** - overall responsibility for the provision and progress of learners with SEND.

SEND Governor - meets regularly with the SENCo and has access to information which allows them to monitor and evaluate the effectiveness of the SEND policy.

SENCo - supports, leads and provides professional guidance to Class Teachers, maintains up to date records of SEND children, monitors and evaluates interventions, liaises with parents and outside agencies.

Class Teachers - provide quality teaching within the classroom, implement SEND policy, identify, plan for and provide intervention for children in their class, liaise regularly with parents and SENCo and are responsible and accountable for the progress of every child in their class who has SEND.

REVIEWING THE POLICY

This policy will be reviewed annually.

Policy prepared by:

Mrs L. Snape
SENCo

Date:

Appendix I

Pool Hayes Primary School - Early Concerns and Responses.

Name		D.O.B.	Teacher (sign)		Date
Concern or barrier to learning.	What strategies have already been tried? (Date/duration)	Alternative strategies or adaptations to teaching to try.	Plan - How? When? Who? Where?	Target outcome.	Timescale, monitoring and review date.
Review, evidence observations.			Impact on child's learning.		
Pupil's views.			Parent/carer's views.		

APPENDIX II

Pool Hayes Primary School - Personalised Learning Targets

Name	D.O.B.	Year Group	Plan No.	Date	
Primary SEND/Barrier to learning.		What I am good at/ What do I enjoy?	My long term goals.		
ASSESS Where am I currently?	PLAN What are my next steps?	DO (School) Who? How often? When?	DO (Home) What can I do at home?	REVIEW How did I do? Was I successful?	
Signed School	Signed Parent/ Carer	Signed Pupil	Review Date		