



**HOLYCROFT**  
Primary School and Nursery

# Holycroft Primary School

## **SEND Policy**

**September 2019**

## **Special Educational Needs and Disabilities Policy**

### **Introduction**

The whole team at Holycroft is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment, which allows everyone to achieve, develop, learn and grow.

All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instill life-long learning aspirations for everyone through a range of activities which are fun and enjoyable.

### **SEND MISSION STATEMENT**

We support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment, which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life.

We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.

Our School adopts a 'whole school approach' to special educational needs and disabilities. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs achieve their optimal educational outcomes.

### **Aims and Objectives of this Policy:**

- To reach high levels of achievement for all
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To work towards inclusion in partnership with other agencies and schools
- To achieve a high level of staff expertise to meet pupil needs

We recognise that many pupils may have special educational needs or disabilities at any time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

## **2. ADMISSION ARRANGEMENTS**

No pupil will be refused admission to school on the basis of his or her special educational need or disability, providing that reasonable steps can be taken by the school to meet the needs of each child's age, aptitude and ability. As per the SEN Code of Practice 2014, admission of pupils with special educational needs and disabilities will be considered in line with the efficient education of other children in the cohort; incompatibilities despite reasonable steps will be considered when admitting a child with special educational needs and disabilities.

In line with the SEN and Disability Act, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (Please see school's Admissions Policy).

### **3. MANAGEMENT OF SEND WITHIN SCHOOL**

The governing body has delegated the responsibility for the day-to-day implementation of the policy to the SENDCO who has Qualified Teacher Status.

All school staff have a responsibility for pupils with SEND in their class, firstly to ensure high quality teaching with differentiation and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions.

Teaching Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is pupil centered.

#### **The SENDCO is responsible for:**

- overseeing the day-to-day operation of this policy
- coordinating provision for children with special educational needs and disabilities
- liaising with and advising teachers
- managing learning support assistants
- overseeing the records on all children with SEND
- liaising with parents of children with SEND (in conjunction with class teachers and support staff)
- contributing to the continuing professional development of all staff
- liaising with external agencies including the LA's 0 – 25 SEND Inclusive Education Service and the Educational Psychology Service, health and social services and voluntary bodies

The SENDCO is responsible for reporting to the governor with responsibility for SEND on the day-day management of SEND policy.

#### **4. IDENTIFICATION AND ASSESSMENT**

We accept the principle that pupils' needs should be identified and met as early as possible.

There are four areas of need as stated in the SEND Code of Practice, 2015:

- Communication and Interaction (C and I)
- Cognition and Learning (C and L)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

Whilst these four areas broadly identify the primary need of a pupil, we also consider the needs of the whole child, which may also impact on a pupil's progress:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium Grant (PPG)
- Being a Looked After Child (LAC)
- Being a child of a service woman/man

The SENDCO works closely within the senior leadership team, using whole school tracking data as an early identification indicator.

We use a number of additional indicators of special educational needs:

- Analysis of data, including entry profiles at FS1 and 2 baseline and end of FS data, SATs, reading ages, annual and termly pupil assessments
- Use of Bradford's Matrix of Need (SEND criteria)
- The following up of teacher concerns
- The following up parental concerns
- Tracking individual pupil progress over time
- Information from previous schools on transfer
- Information from other services

The SENDCO maintains a list of pupils identified through the procedures listed; this is called the SEND Support List. This list is reviewed each term when a detailed analysis of the list takes place. For some pupils a more in depth individual assessment may be undertaken by the school or other educational or health professionals.

## **5. CURRICULUM ACCESS AND PROVISION**

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively.

Where pupils are identified as having special educational needs and/or disabilities, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map records a graduated response to individuals.

The range of provision may include:

- In class support for small groups with an additional teacher or Teaching Assistant (TA)
- Small group withdrawal with TA or Class Teacher.
- Individual class support / individual withdrawal
- Further differentiation of resources
- Interventions
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychology Service or other support services for advice on strategies, equipment, or staff training

## **6. MONITORING PUPIL PROGRESS**

Progress is a crucial factor in determining the need for additional support. Good progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access in the long term
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

## **7. RECORD KEEPING**

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

## **8. SEND SUPPORT**

All pupils on our SEND Support list will have individual Provision Maps setting out any provision made that is additional to and different from usual classroom provision.

For pupils with an EHCP, provision will meet the recommendations of the plan.

## **9. CODE OF PRACTICE GRADUATED RESPONSE**

The school adopts the levels of intervention as described in the SEN Code of Practice, 2015.

The Code of Practice advocates a graduated response to meeting pupils' needs.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND Support list. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be informed of the action and results.

Placement of a pupil on the SEND Support list will be made by the SENDCO after full consultation with parents. External support services may advise on targets and provide specialist input to the support process.

Intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at an attainment level considerably lower than their age related expectations (one year lower)
- Continues to experience difficulty in developing English/Maths skills
- Has emotional problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment



or visits/advice from specialists

- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved. These agencies may make recommendations for interventions. These may be implemented by the class teacher but involve other adults.

## **10. REQUEST FOR STATUTORY ASSESSMENT**

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions
- Current and past Additional Needs Plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Attainment levels.
- Other relevant assessments from specialists such as support teachers and Educational Psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Social Worker reports
- Any other involvement by professionals

### **Education, Care and Health Plans**

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Of shorter term
- Established through parental/pupil consultation
- Implemented in the classroom where possible
- Delivered by the class teacher with appropriate additional support where specified

### **Reviews of an EHCP**

EHCPs must be reviewed annually. The SENDCO will organise these reviews and invite:

- The pupil's parents
- The pupil if appropriate
- The relevant teacher
- All professionals involved in the writing of the EHCP
- Any other person the SENDCO or parent/carer considers appropriate

### **The aim of the review will be to:**

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

At Key Stage Phase transitions Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENDCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEND.

## **11. PARTNERSHIP WITH PARENTS/CARERS**

The school aims to work in partnership with parents and carers.

We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- making parents and carers aware of the Parent Partnership services

## **12. INVOLVEMENT OF PUPILS**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs (self-assessment and self-evaluation, Assessment for Learning)
- share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition, pupils who are identified as having SEND are invited to participate in:

- Regular meetings with named adults
- Annual reviews

## **13. SPECIAL PROVISION**

The school has the following special facilities:

- Wheelchair access
- Disabled toilets with hand rails
- Ramps to outside doors to allow for wheelchair access

Reasonable adjustments and adaptations will be made for specific pupils in line with the SEN Code of Practice.

#### **14. LINKS WITH EDUCATION SUPPORT SERVICES**

We aim to maintain useful contact with support services in Children and Young People's Services. For pupils on our SEND Support list any one or more of the following agencies may be involved: Educational Psychologist, School Nurse, Cognition and Learning Team, Social, Emotional and Mental Health Team.

#### **15. LINKS WITH OTHER SERVICES AND SCHOOLS**

Effective working links are maintained with:

- Child and Adolescent Mental Health Services (CAHMS)
- Child Development Centre Community Paediatricians
- Speech and Language Therapy Service
- Family support
- Safeguarding services
- Parent Partnership Service

#### **16. CONTINUING PROFESSIONAL DEVELOPMENT**

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development.

#### **17. RESOURCES**

The provision for SEND is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy.

## **18. COMPLAINTS**

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head teacher/SENDCO. The chair of governors may be involved if necessary. In the case of an unresolved complaint, the LA may be involved. Please see the school's Complaints Procedure available on the school's website.

## **19. REVIEW OF THE SEND POLICY**

This policy was developed through consultation with staff, parents, carers and pupils. The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

This Policy was written July 2019

Signed by:

Head	<i>Geoff Morrison</i>
SEND Strategic Lead	<i>Laura Morgan</i>
SENDCO	<i>Beverley Beattie</i>
Chair of Governors	Abbas Ali
SEND Governor	<i>Nicola Hargreaves</i>