

Harewood Primary School
Special Educational Needs and Disability Policy
September 2016

Harewood Primary School

Special Educational Needs and Disability Policy

This policy should be read in conjunction with:

Special educational needs and disability code of practice: 0 to 25 years – June 2014
Children and Families Act 2014
Equality Act 2010
Working Together to Safeguard Children (2013)

Special Educational Needs:

A child or young person has SEND 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 in mainstream schools.
- For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, or by relevant early years providers.

(Special educational needs and disability code of practice: 0 to 25 years – June 2014)

“ One of the fundamental principles of the Education Authority is to educate pupils in mainstream schools wherever possible, believing that for the vast majority of children and young people, educational achievement can be best facilitated within such a setting.”
Stockton-On-Tees Education Development Plan

Mission Statement

- We aim to create a secure, caring, happy environment where all are valued.
- We aim to actively promote a range of values through our environment and the relationships we foster. These values are equality, fairness, honesty, trust and respect. We aim to ensure that all children develop self-esteem, self-confidence and self-discipline as well as respect and consideration for others.
- We believe in a positive, productive partnership between home, school and the community.
- Our aim is that all our children fulfil their maximum potential in all aspects of their learning.
- We endeavour to ensure that all children are given equal access to the breadth and balance of a well-delivered National Curriculum. We strive for the highest possible standards of achievement for all children.

Aims

- We aim to provide an environment and ethos that promotes inclusion for all children.
- Our aim is that all children with special educational needs are able to fulfil their maximum potential in all aspects of their learning, social and personal development.
- We aim to ensure that all children whatever their educational needs have access to the National Curriculum through a broad and balanced curriculum.
- We aim to provide early identification and appropriate intervention for children with special needs.
- We aim to liaise with and include parents in the provision of education for their children, working in close partnership
- We aim to work in close partnership with the range of support services; LA agencies and Health and Social Care to access as much support as we can to improve the educational provision we offer.
- We aim to differentiate the activities through which we deliver the learning outcomes, to meet the needs of all children.
- We aim to provide a variety of teaching styles that will match the diverse learning styles of children.
- We aim to develop the knowledge and understanding of our teaching and support staff through attending training on key areas of special needs, such as autism.
- We aim to provide an appropriate learning programme for children with special needs, which enables them to progress and develop and which follows a pattern of planning and review.
- We aim to systematically monitor and review the progress of children with special educational needs.

Admission

Children are admitted if they live within the school admission zone. Children outside the zone are admitted on parental request if the year group has not exceeded the statutory number. Children wishing to transfer from a neighbouring school are directed to the admissions section of the LA.

We are fully accessible to children with mobility problems. We have wheelchair access and disabled toilets. School will take all reasonable steps to ensure that:

*They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people*

*• They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.*

(Special educational needs and disability code of practice: 0 to 25 years – June 2014)

No child is refused a place because of learning, medical or physical mobility difficulties.

Assessment

Schools should assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. All children in school are continually assessed through marking work, discussion, testing and questioning. Progress is carefully monitored. Teacher's record significant data termly on our Insight tracking system to enable them to identify children with special needs and monitor progress. This should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress 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

Teachers are responsible and accountable for the progress and development of pupils in their class. High quality, personalised differentiated teaching is the first step in responding to pupils who may have SEND. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEND. While informally gathering evidence (including the views of the pupil and their parents) schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

Assessment for SEND children:

The following materials are used within school to assess children, assisting teachers in early identification of Learning Difficulties:

- Early development journals are used to monitor the progress of children in the Foundation Stage who are not making expected progress.
- BPVS: this measures a child's acquired language, which is the component of IQ that is closely associated with literacy skills.
- Non Verbal Reasoning: This measures a child's ability to reason using patterns and is closely associated with numeracy.
- NFER: CAT Test
- Ravens visual test to test the visual memory of children.
- TAP's: Auditory processing test.
- Children demonstrating emotional difficulties and challenging behaviour are assessed through completion of The Boxall Profile. This allows the structured assessment of the developmental progress of children's behaviour. This is completed by the teacher and then analysed to identify any consistent causes of behaviour patterns. Beyond the Boxall Profile is then used to identify strategies and resources to be used on an IBP.

If Special Educational Needs are identified a meeting is arranged with parents to discuss assessments, Individual Education plans and any specialist assessments which may be necessary. If a parent/carer has any concerns about their child's progress and feels that they aren't making progress they can talk to the class teacher and Mrs Dawson (School's Special Needs Coordinator).

Specialist SEND Assessment

In identifying a child as needing SEND support, the class teacher, SENCO and the child's parents, will have carried out assessment, monitoring and analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to the needs of the child. Where the child's progress continues to be less than expected, the SENCO will make referrals to Specialist SEND Services for more specialist assessment or from health, social services or other agencies external to school. This is always done in partnership with parent / carers and with their consent.

Specialist teachers

School can refer children with a visual impairment or hearing impairment to specialist services for both assessment and strategies to support pupils. This Specialist teacher can then devise a programme to deliver to children and incorporate into an individual education plan.

Educational Psychologist

Referral to an Educational Psychologist can be made by school if more specialist assessment is required. The Psychologist will consult with school and parents; observe the child and carry out individual assessment.

Physiotherapist

A referral can be made by the Educational Psychologist or the child's GP if assessment by a physiotherapist is required.

Occupational Therapist

A referral can be made by School, the Educational Psychologist or the child's GP if assessment by an Occupational Therapist is required.

CAMHS (Children and Adult Mental Health Services)

A referral can be made by School, the Educational Psychologist or the child's GP if assessment by CAMHS is required.

ICT assessment

Andrew Meynell, Special Needs ICT Assessment Consultant, will carry out an ICT assessment for children where ICT can be used to support their Special Needs.

Speech and Language Therapist

School can refer to this service for an assessment of Speech and Language.

SEND support in schools

Where a pupil is identified as having SEND, Harewood Primary School will take action to remove barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle – **assess, plan, do, review**, 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 pupil 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 in order to match interventions to the SEN of children and young people.

(Special educational needs and disability code of practice: 0 to 25 years – June 2014)

Education Health Care Plan

For a few pupils the help given through SEND Support may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for school, in consultation with the parents and any external agencies already involved, asking the LA to initiate an Education Health Care Plan.

Additional access arrangements

SEND children may need additional arrangements so they can take part in formal assessments, including the end of key stage 2 tests. This may include additional time; modified large print, enlarged papers, braille, recorded papers, enhanced diagrams, apparatus, coloured overlays, a reader, scribe or compensatory marks for children who have a profound hearing impairment. These arrangements will be part of the child's normal classroom practice, identified on their IEP/IBP

Children whose first language is not English

Identifying and assessing SEN for children or young people whose first language is not English needs to be carried out carefully. All aspects of a child's performance in different areas of learning and development should be examined to establish whether lack of progress is due to limitations in their English language or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

The Special Needs and Disability Code of Practice- 0-25-June 2014 identifies four broad areas of need:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

(Special Needs and Disability Code of Practice- 0-25-June 2014)

Additionally Resourced Provision (ARP)

Support Base

The school provides places for ten children who have a Statement of Special Needs, Education Health Care plans or a Support Base Placement for learning difficulties. They are taught in the Support Base each morning for English and maths and for specific interventions to meet their individual needs. The Support Base is managed by the SENCO Mrs K Dawson and the teaching of English and maths is delivered by Mrs K Lamb and a Teaching Assistant; Miss S Ferguson. The Support Base Children are on a mainstream class register and are taught within their year group during the afternoon with the support of SEN teaching assistants.

Children who have Statements of Special Educational Needs, Education Health Care plans (EHCP) or Support Base places have termly reviews. One of these is an Annual Review where parents and agencies who work with the child are invited and views are recorded and sent to the Local Authority.

How is different SEND provision delivered in school?

Year 1 is taught in mixed ability classes with SEN teaching Assistants working as part of the team. Year 2, 3, 4, 5 and 6 classes are organised so that Mathematics and English are taught in sets, and the remainder of the curriculum is taught in mixed ability classes. The lower ability set has a SEN Teaching Assistant working as part of the teaching team. SEN Interventions are delivered and monitored by SEN teaching assistants and teachers.

The curriculum is differentiated to meet the needs of all children and has been planned to ensure the special needs of the children are met. Adaptations are made to teaching and learning styles to suit all children. The SENCO monitors the provision of the curriculum provided and offers support and advice to staff. Lessons are observed and work is sampled.

Specific resources are purchased across the curriculum to meet the needs of this group. Staff development is provided through a range of specialist teachers, to ensure teachers and support staff, maintain a high level of knowledge and understanding.

Outside agencies work closely with staff to undertake regular assessment and offer specialist advice and support to staff. They also work directly with children.

REVIEW

The progress of all children on the SEND register is carefully monitored. IEP's are continually kept under review and their success is evaluated with parents, carers and children at a termly review meeting. Parents' views on their child's progress are sought as part of this process each term. Pupils are part of the review and are involved in setting and evaluating targets.

All children who have Statements of SEND, EHC plans or Support Base places will be reviewed at least annually to discuss progress made towards objectives and to consider the educational provision outlined in the Statement or EHC plan. These are arranged by school and involve all personnel concerned with the child; parents, LA representative, teachers, Support assistants, support services with ongoing involvement and the pupil themselves.

Pupils will be encouraged to participate in setting their own targets for their IEP, in agreeing and implementing appropriate strategies, and evaluating the outcomes. Pupils are invited to IEP review meetings and their views are recorded on the IEP. They will be given the opportunity to contribute to the annual review process.

SEND Team

SEND coordinator – Katharine Dawson

To work closely with the Headteacher in the strategic development of the SEND policy and provision.

To manage and monitor the implementation of the SEND policy and procedures.

To manage the educational provision of the children with statements of special educational needs.

To manage the SEND team of teachers and learning support assistants

To arrange and attend annual review meetings

To support class teachers and learning support assistants with advice and guidance.

To monitor pupil SEND files.

To monitor review meetings and attend SEND meeting on a rota basis.

To monitor the SEND meeting minutes.

To liaise with Stockton support services and relevant outside agencies.

To attend ARP meetings and Stockton SEND meetings.

To manage the SEND budget and allocation and organisation of resources.

To organise in-service training for staff and to keep abreast of current SEND information and ensure staff are aware of developments.

ARP / Support Base teacher – Karen Lamb

To work closely with the SENDCO to manage and monitor SEND interventions across school.
To liaise with Stockton support services and relevant outside agencies.
To support class teachers and learning support assistants with advice and guidance.

Specialist Teaching Assistant – Stephanie Ferguson

To work closely with the SENDCO and Specialist SEND teacher to deliver SEND interventions in the Support Base and across school.

Role of the Class teacher

Provide equal opportunities for children with SEND
Assess children's needs and in consultation with the SENDCO place them on the SEND Support Register.
Maintain pupil SEND files.
Assess children's needs and write action plans and individual education plans; teach, monitor and review the plans half-termly.
Maintain a record of SEND meeting minutes
Plan a range of differentiated activities for children with special needs, through which to deliver the learning outcomes identified in the school schemes of work. Prepare resources that are appropriate for children with special needs.
Plan alongside the Learning Support Assistants to ensure they are effectively involved in all aspects of learning for children with special needs.
Organise the classroom to provide opportunities for children with special needs to work in a range of different pupil groupings.
Keep a record of significant learning to identify progress made by children with special needs.
Communicate with parents termly to keep them informed about their child's progress.
Prepare reports for outside agencies.
Work alongside outside agencies.

Role of the Classroom Support Assistants

To attend SEND meetings concerning the children they work with to be fully aware of their special needs.
To attend planning meetings and be fully involved in the learning objectives for children with special needs.
To work under the direction of the class teacher and support children to facilitate their understanding of the lesson objectives.
To prepare and adapt resources to support learning.
To undertake assessment activities under the direction of the class teacher and feed back significant information.

Planning, Teaching and Learning Styles

Planning is differentiated to meet the needs of children with special needs. There is some differentiation by outcome but predominantly it is through planned activities that will

enable children to access the learning outcomes. There is some differentiation by pupil choice. Teaching styles are varied to match the different learning styles of children with special educational needs.

SEND Budget

There is funding attached to the Support Base and an allocation from the school budget share. These fund a Support Base SEND teacher and SEND Learning Support Assistants. There is funding for the purchase of SEND resources and to fund staff development and training.

High Needs Funding

All children on the SEN register have element 1 core education funding – standard teaching & learning and element 2 - additional support funding up to 6K. If additional funding is required to support a child, an application is made to High Needs Panel by the SENDCO.

Resources

The SENDCO and SEND team liaise with curriculum leaders across school to identify resources to support children with SEND. These include adaptive equipment such as writing boards, pen grips, adapted tables and chairs, seat pads and tilts recommended by occupational therapy and physiotherapy. We use a range of resources to support children with sensory, attention and emotional difficulties. These include social skills programmes, fidget toys and Sensory Toys. These are used to provide helpful self-regulation for those with sensory needs and are ideal for calming and alerting, to promote focus and concentration and decrease stress levels.

There are some reading schemes purchased specifically for SEND children in each year group.

- Wellington Square
- Jump Start
- Sunshine Starters and Spirals
- Skyways
- Jelly and Bean – a phonic scheme
- Rigby Star

School uses a number of computer programmes to support the needs of special needs children.

- Early Lexia
- Foundation Lexia
- Basic Lexia
- Lexia visual and spatial
- Word Shark
- Number Shark
- Dragon Speak – voice activated software

There are a large selection of interventions carried out in school. Children are identified through a range of assessments. They are matched to the intervention most appropriate to their need and learning style. Year group Maths and English ARP's are an additional

differentiated set which focusses on a small group of children. This is monitored through our costed provision mapping. Targets are identified at the beginning of the intervention and assessed at the end to see how successful it was. Some interventions are based in year groups. Training is provided in the administration of interventions.

Interventions

Reading and Writing	Maths	Motor Skills	Memory	Social skills
Year group ARP - English	Year group ARP - Maths	Teodorescu	Memory, visual and auditory group	Socially Speaking
Fischer	Dynamo Maths			Boxall Profile
Direct Phonics	Numicon			Beyond Boxall Profile
Toe by Toe	Stile trays			
Word Wasp				
Beat Dyslexia				
Hornet				
Stile trays				
Blast				

Health & Safety

Children who have medical needs will have an individual care plan. This will outline details of their medical needs; any medication the child takes; symptoms to be aware of and adaptations that need to be made to the curriculum. Children with medical problems such as epilepsy are supervised closely, especially at playtime and lunchtime; additional adults are sent swimming to observe them at all times.

If a pupil was to have behaviour difficulties they would be closely supervised especially at playtime or lunchtime. These children would not be taken out of school if they posed a risk to themselves or others.

School is accessible to wheelchair users with ramps to each of the entrances and rails alongside the ramps. The organisation of furniture takes into consideration pupils with a physical disability to ensure they can move around school safely. There is a Sound field System in place to support children with a hearing impairment.

Management of Procedures.

- Plasc data is used to keep a record of children with SEND, stages and their need.
- A SEND register is kept and reviewed termly. This identifies whether children are on SEND Support, have a Statement of Special Educational Needs or an Education Health Care Plan; their primary and secondary need; interventions and whether they are accessing external agencies
- A costed provision map is updated termly by year group teams. This is monitored by the SEND team to analyse the cost effectiveness of interventions.

- Individual SEND Files are kept in a Year Group file and are the responsibility of the Year Leader.
- SEND is an agenda item in each fortnightly team meeting. Copies of IEP's and IBP's are distributed to each member of the year group with a role in teaching the pupil. Current IEP's and IBP's are kept in the teachers planning file or accessed in the Shared work area under SEND.
- Reviews are carried out by the teacher most relevant to the child's needs.

Parental Involvement

Parents are consulted when a pupil is placed on the SEND register and are invited to reviews on a termly basis. As co-educators of children their views are sought and valued and they have an important role to play in supporting IEP's and IBP's with work at home. Their views are written on IEP's and IBP's at the termly reviews. A copy of the IEP and IBP is provided following the review. Parents are invited to meet teachers from outside agencies to discuss their child.

Pupil Participation

Pupils will be encouraged to participate in setting their own targets for their IEP and IBP, in agreeing and implementing appropriate strategies, and evaluating the outcomes. Pupils are invited to IEP and IBP review meetings and their views will be recorded on the IEP/IBP. They will be given the opportunity to contribute to the annual review process.

Transition

Careful transition is planned between year groups, Key Stages and different schools. The needs of children on the SEN Register are discussed prior to transition to their next year group with both the child's current and next teacher. Provision and interventions are identified to meet these needs and IEP/IBP's are written. The needs and requirements of children transferring from KS2 to KS3 are identified on the Transition spreadsheet and discussed with the SENCO of their new school. Children who require additional High Needs Funding to support transition are identified and an application is made by the SENCO. Transition Guarantee plans are written for all children who have an EHCP, Statement or who have accessed the ARP. These are discussed at their transition review – a meeting between Harewood Primary, their chosen Secondary School and parents.

Role of the Governing Body

This policy is the responsibility of the governing body. A Special Needs Governor, Mr Philip Rigby, has been appointed to work closely with school to ensure the policy is implemented. The Governing Body involves other bodies, including health and social service bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

SEND IASS

Stockton's Special Educational Needs and Disability Information, Advice and Support Service (SEND IASS) builds on services offered by the Local Authority's Parent Partnership Service. It provides information, advice and support to parents/carers, children and young people aged 0-25, with special educational needs and/or disabilities. They provide impartial, confidential

Harewood Primary School
Special Educational Needs Policy
September 2016

and free information, advice and support for the parents/carers; children and young people around issues relating to Special Educational Needs and Disabilities.

They can be contacted on 01642 527158. Their e mail address is SENDIASS@stockton.gov.uk
Caroline Fell is the SEND Information, Advice and Support Officer.

If a parent has a complaint regarding SEND at Harewood Primary School they would speak to the SENDCO Mrs Dawson. If the problem was not resolved it would be referred to the Head teacher Mrs Conway and then to the SEND Governor Mr Rigby.

Reviewed September 2016

To be reviewed September 2017
