



# **Policy for the Inclusion of Pupils with Special Educational Needs or Behavioural Difficulties**

**Policy written Sept 2019**

**Review due Sept 2020**

We at **Highfield Community Primary School** are committed to meeting the special educational needs of pupils through a whole school approach and ensuring that they make good progress, in line with our mission statement.

"At Highfield, we believe that all of our children have the right to achieve their full potential. They will feel safe and secure in a nurturing environment that inspires and promotes a life-long love of learning."

## 1. Aims and Objectives of the Policy

- To identify pupils with SEN as early as possible and to make appropriate intervention through using appropriate teaching methods;
- To identify pupils of all ability who are underachieving and to act upon this;
- To support pupils to make optimum progress;
- To maintain appropriate records and to monitor pupil progress, ensuring collaboration between education, health and social care services in planning and meeting the learning needs of the pupil;
- To provide full access to the National Curriculum for all pupils;
- To encourage success and participation for all pupils, whatever their level of ability;
- To develop partnerships with parents in the education of their pupil and to involve parents and pupils in the review and decision making process;
- To continue to develop a whole school approach to meeting the needs of pupils.

**Good practice for pupils with special educational needs is good practice for all**

## 2. Roles and Responsibilities [See Appendix 1]

The Special Educational Needs Co-ordinator (SENCO) and the Headteacher will work closely with the Special Educational Needs Governor and staff to ensure the effective day-to-day operation of the school's special educational needs policy. The SENCO and Headteacher will identify areas for development in special educational needs and contribute to the school's development plan. They will co-ordinate provision for children identified as needing SEN support and for pupils with an Educational Health Care Plan (EHCP).

### 2.1. The Governing Body

The Governing Body has identified a Governor who will oversee the implementation of the SEND reforms and provide strategic support to the head teacher. They will publish information on the school's website about the governing body's policy for pupils with SEN. They will also ensure that arrangements are in place to support pupils with medical conditions and publish information about the arrangements for the admission of disabled children and ensure facilities and accessibility plans ensure equality for children with disabilities.

## **2.2. The Headteacher**

The Headteacher is the school's "responsible person" and manages the school's special educational needs work. The Headteacher will ensure that the SENCO is able to influence strategic decisions about SEN. They will ensure the wider school community understands the implications of the reforms for the whole school improvement. They will ensure a process in place for involving parents and young people in reviewing provision and planning for those children currently identified as school action/school action+ and new children identified as needing SEN support. They will also develop relationships with post 16 providers and explore how you will support pupils with SEN with their transition to post 16 education.

## **2.3. SENCO**

The SENCO is responsible for overseeing day-to-day operation of the school's SEN policy. They will coordinate provision for children with SEN and liaise with designated teacher where a looked after child has SEN. They will advise on the graduated approach to SEN support to both staff within school and parents of children who need SEN support. In addition the SENCO will liaise with parents of children of SEN ensuring that they are involved in the process of decision making, support and reviewing their child's progress. They will also ensure clear links are made between other education settings, outside agencies and liaise with potential next providers of education to ensure the needs of the child are met.

## **2.4. School Staff**

All teaching and non-teaching staff are at the heart of the new SEN Support system driving the movement around the four stages (assess, plan, do, review) of action with the support guidance of the SENCO and specialist staff. The class teacher will focus on the outcomes for the child, be responsible for meeting special educational needs, have high aspirations for every pupil and involve parents and pupils in planning and reviewing progress.

## **3. Admissions**

Pupils with special educational needs will be admitted to Highfield Primary School in line with the school's admissions policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use induction meetings to work closely with parents to ascertain whether a pupil has been identified as needing SEN Support. If the school is alerted to the fact that a pupil may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

## **4. Access for Disabled Pupils**

Pupils with an Educational Health Care Plan (EHCP) will not be discriminated against in line with legislation outlined in the SEN and Disability Act 2001. The school building enables full access to pupils with physical difficulties, including those in wheel chairs. Reference should be made to the school's Single Equality Policy.

## 5. Pupils with Other Needs

### 5.1. Medical Needs

Pupils who have medical needs may require intervention and support from staff in school and will have a Care Plan written for them, in liaison with the Health Service and the parents. This ensures a safe, agreed set of principles and procedures to ensure the pupil's needs are fully met and all health and safety arrangements have been addressed. If appropriate, a Medical Information Card with the pupil's photograph, stating emergency procedures and contact details will be included in the front of the class register and further details will be held in a secure location in the learning mentor's office.

### 5.2. Looked After Children

Pupils who are being looked after by the local authority may require intervention and support from staff in school and will have a Care Plan written for them, in liaison with the Social Services.

## 6. Resources

The Governors will ensure that the needs of pupils are met by employing a SENCO and support staff to support teachers and pupils. The Headteacher and SENCO will use the pupil's Educational Health Care Plan (EHCP) and LEA Banding Document to identify the areas of pupil need and make appropriate provision. The SENCO will liaise with the ICT Co-ordinator to ensure that ICT is used effectively to provide extra support for children with special educational needs, where appropriate.

Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes. The Governors will ensure that monies are set aside to develop resources in curriculum areas.

The SENCO organises and plans the amount of additional in-class, withdrawal and external specialist support required for pupils highlighted as needing SEN support and with an Educational Health Care Plan (EHCP). The pupils needing SEN support are covered from within the school's existing resources, and receive specific in-class and/or withdrawal support from named teaching assistants.

The SENCO reports annually on the efficient and effective use of resources for pupils needing SEN support and for those with an Educational Health Care Plan (EHCP).

## 7. Identification, Assessment, Reviews

### 7.1. Identification and Assessment

**All teachers have a key role in monitoring all aspects of pupil performance and, in particular, the identification of pupil needs. Parents will be kept informed at all stages.**

The school places significant emphasis on the early identification of pupils who experience difficulties accessing learning and general school life opportunities. This is achieved through continual use of formative and summative assessment of all pupils.

The SENCO liaises closely with the assessment co-ordinator to analyse data and individually track pupils who are experiencing difficulties. EYFS, SATS, PIVATS and

Standardised Scores (WRAT) are all used to inform the school of pupils who may require early intervention strategies.

The class teacher discusses any concerns with the SENCO and Assessment Coordinator. If further action is deemed necessary, the parents will be informed immediately. All identification criteria (as detailed below) are in accordance with Lancashire Education Authority policy. The school always seeks to gain parental support, however, it is the school's decision as to whether a child should be placed on the SEN register.

#### **7.1.1. School Action / Early Years Action**

Despite appropriate education and differentiated learning experiences, taking into account the child's age and stage of development triggers for intervention through Early Years SEN Support could be:

- Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need;
- Working continues at levels significantly below those expected for a child of a similar age in certain areas of the Early Years Foundation Stage or in literacy and mathematics skills resulting in poor attainment in some framework or curriculum areas;
- Communication or interaction difficulties which create barriers to learning and specific interventions are needed;
- Sensory or physical problems create barriers to progress despite the provision of personal aids or specialist equipment;
- Persistent emotional and / or behavioural difficulties which are not improved by the techniques normally employed in the nurturing environment of the school (SEN COP 4:21 / 5:44 / 6:51 SEN Toolkit).

#### **7.1.2. SEN Support including external agencies**

Triggers for intervention at Early Years SEN Support, despite appropriate interventions identified within the staged approach, could be:

- Little or no progress in specific areas over a substantial (e.g. 2 terms) period when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need;
- Continuing to work substantially below that expected for children or young people of a similar age within the framework or curriculum and in developing literacy and mathematic skills from Key Stage 1;
- Ongoing difficulties in communication or interaction that impact upon the development of social relationships and cause substantial barriers to learning;
- Sensory or physical needs that require additional specialist equipment or regular visits for direct intervention or advice from practitioners from a specialist service;
- Emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group despite an individual plan to manage behaviour safely (SEN COP 4:31 / 5:56 / 6:64).

### **7.1.3. Formal Assessment**

For a very small minority of children with significant special educational needs there may be a need to consider a statutory assessment. A child needing a statutory assessment would have clearly identified complex, long term and enduring SEN or Disabilities usually identified at birth or within the early years which will have a significant impact upon their ability to access the Early Years Foundation Stage / National Curriculum. Some children may have additional needs as a result of late onset or deteriorating conditions or following significant physical or sensory trauma /illness.

In these cases, the SENCO will apply for a formal assessment to the LEA. If the LEA believes additional resourcing is required to fully support the pupil's needs, an Educational Health Care Plan (EHCP) will be issued outlining the provision to be made.

## **7.2. Provision and Review Procedures**

It is the responsibility of all class teachers to monitor the support and provision for pupils with SEN in their care. This work is co-ordinated by the school's SENCO and integrated into the whole process. For all children with SEN, IEPs will be monitored on a weekly basis by the teaching assistant and class teacher. New targets will be set as soon as it is appropriate.

### **7.2.1. Children needing SEN Support including external agency involvement**

SEN Support is the category of support for children with SEN but not on EHC Plans. It focuses on the system on the impact of the support provided rather than how children access support according to the category they fit into. Emphasis will be on a graduated approach (assess, plan, do and review) where the aim is to improve the experience and outcomes of school for all pupils ensuring high quality teaching and learning.

The class teacher and SENCO will liaise closely and make special arrangements in the class. This may involve grouping, a special programme of work, modified tasks, different seating arrangements or extra adult attention. The class teacher and SENCO will make more detailed arrangements for a programme of support, including an IEP which will be written by the class teacher, with support from the SENCO when required.

### **7.2.2. Children needing SEN Support with external agency involvement**

When external agency involvement is needed, provision should involve the expertise of external professionals and agencies who may be regarded as a Team Around the Child. Any advice (written or verbal) will be included in the pupil's support programme. There may be some direct input and advice from a specialist teacher from within the LEA (Inclusion and Disability Support Services - IDSS) or from other agencies such as the Educational Psychology Service, Speech and Language Therapy etc. The IEPs will be more detailed and include targets/strategies from other agencies if appropriate.

### **7.2.3. Educational Health Care Plan (EHCP)**

For pupils with an Educational Health Care Plan (EHCP), provision will be made in accordance with their Educational Health Care Plan (EHCP). IEPs will be monitored weekly and formally reviewed 3-4 times per year and an annual review (6 monthly for under 5s or children in transition) carried out by the school in conjunction with the LEA. Parents and external agencies are encouraged to attend.

Reviews in Year 5 should begin to establish the parent's choice of high school in order to assess the arrangements prior to the transfer. An additional review early in the Autumn Term of Year 6 will be convened. Once the secondary school place has been confirmed the high school SENCO will be invited to a meeting to discuss transition.

## **8. Curriculum**

With reasonable adjustments where appropriate, all pupils with SEN have a full entitlement to a broad and balanced curriculum as provided for all other pupils, including after school activities and educational visits. The school's main aim is to provide a variety of teaching and learning opportunities, differentiated planning opportunities, appropriate support and resources within the pupil's classroom. In order to maximise their access and participation, some pupils may be taught in withdrawal groups or on a 1:1 basis for short periods of time.

## **9. Success Criteria**

All staff will be involved in discussions to determine future policy and provision; the progress of pupils on the stages of the register will be reviewed and parents invited to comment; Governors will discuss progress and an updated Local Offer will be placed on the school website to keep parents informed.

In particular the success of the policy will be measured against the objectives stated at the start of the policy and use will be made of the following indicators:

- Pupils are identified as early as possible;
- Pupils make good progress against the specific targets set for them;
- Complete and appropriate records exist and are maintained for all pupils and progress is monitored regularly;
- Support staff and appropriate external agencies are integrated into the school;
- Some pupils move to lower phases on the register, or off the register altogether as a result of intervention;
- Where formal assessment is undertaken, pupils receive an Educational Health Care Plan (EHCP) ;
- Pupils enjoy their schooling and are proud of their success;
- Parents express satisfaction with what is provided.

## 10. Training

The Governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher/ SENCO.

The SENCO and Headteacher will keep fully up-to-date with special educational needs issues through attendance at training and cluster meetings. In addition, the SENCO will develop their skills through attendance at training discussions with outside specialists, as appropriate.

Other teaching staff will be kept up-to-date informally by the Headteacher/SENCO and formally at staff meetings and training.

Non-teaching staff who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated by INSET training or relevant courses being booked for them by the Headteacher or SENCO. The school will use its budget for Teaching Assistant (TA) training and Special Educational Needs Cluster Groups.

## 11. Complaints

If a parent of a pupil with special educational needs is concerned about the provision that school is making for them, they should, in the first instance, refer the matter to the pupil's class teacher and/or the SENCO. Reference should be made to the school's Complaints Policy should further action be deemed necessary.

We aim to deal with any complaints at the earliest opportunity but within 20 days at the latest (In accordance with the Complaints Policy).

## 12. Outside Agencies

The school is involved with many external agencies, with the aim of providing comprehensive support for all pupils in school. All external colleagues are made to feel part of our school community and work closely with pupils, parents and staff. People who assist in our school include:

- Education - IDSS / EPS / School Advisers / specialist teachers;
- Health - school nurse, doctor, Occupational Therapist, Speech and Language Therapist, physiotherapists;
- Attendance Officer;
- Social Services;
- Parent Partnership Services;
- Child and Family Wellbeing Service

## 13. Parents

Parents are valued and their contribution in terms of identification, support and review for pupils with SEN is essential. Parents are always welcome to discuss any matter relating to their child's progress. The arrangements described in sections 7.2 and 9 of this policy, to keep parents informed about matters relating to special educational needs, are additional to the standard methods of reporting and consulting available to all parents. Parents can access support and information through Lancashire County Council

Website: <http://new.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers.aspx>

#### **14. Links**

Particular attention is given to ensure that at Highfield Community Primary School we are aware of any new pupils identified as having special educational needs so that appropriate arrangements can be made in advance of their admission. When pupils with special educational needs transfer to high school or another primary school, relevant information will be passed on to the SENCO at the new school.

#### **15. Target Setting**

The school's special educational needs targets for the academic year 2019-20 are:

- To ensure statutory requirements from SEND reforms are implemented;
- To ensure that a graduated approach to supporting children with SEN is improving experiences and outcomes for the child;
- To liaise with SENDO regarding children in process of EHCP application and during annual reviews.

**Appendix 1****List of personnel involved in SEN issues**

<b>NAME</b>	<b>POSITION</b>
Mr. A Proctor	Headteacher
Mrs. L Hackett	SENCO
Mr. W Greenwood	SEN Governor
Mr. W Greenwood	Chair of Governors
Mr. A. Proctor	Assessment Co-ordinator
Kelly Hayes	SENDO
Adele Neil	Link EP
Zoe Owen	Private EP
Pippa McHaffie	Link SLT
Sophie Crilly	Private SLT
Janet Reed	Counsellor