

HURLEY PRIMARY SCHOOL

SPECIAL EDUCATION NEEDS
& DISABILITY (SEND) POLICY



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SPECIAL EDUCATION NEEDS AND DISABILITY (SEND) POLICY

UPDATED DECEMBER 2019

Hurley Primary School is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010

For further information regarding our SEN provision please also see the Hurley Primary SENd information guidance.

Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to: Glyn Morgans, Hurley Primary School Headteacher and SENCo. Please make an appointment with the school office if you wish to speak to the SENCo.

2014 CODE OF PRACTICE. FROM SEPTEMBER 2014

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of Need known as 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENCo.
- There are four broad categories of SEN:
 - communication and interaction
 - cognition and learning
 - social, emotional and mental health
 - physical and sensory.
- We are working more closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child.
- All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.
- We have high expectations of all our children.

DEFINING SEN

THE 2014 CODE OF PRACTICE SAYS THAT:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.

Taken from 2014 SEN Code of Practice: 0 to 25 Years

OUR OBJECTIVES ARE:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

All teachers expect to have children with SEND in their classes.

IDENTIFYING CHILDREN AT SENS (SEN SUPPORT)

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCo or Inclusion Manager and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. 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
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at SEN on our SEN register.
- Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability.

WORKING WITH PARENTS AND CHILDREN

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEN.

Once a child has been identified as having SEN, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed on the SEN register
- discuss assessments that have been completed
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Records are kept of these meetings and copies are available to parents.

Thereafter, parents – and children- are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. In the summer term, there is an annual review of the child's progress.

PAPERWORK FOR CHILDREN AT SENS (SEN SUPPORT)

Once a child has been identified as needing SENS the following paperwork is completed:

- **Annually**, a one-page-plan is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and parent and acts as a guide to their class teacher. The information may be updated during the year.
- **Termly**, Pupil Progress meetings and Class Provision Maps
Each term we hold progress meetings, at these meetings the progress and provision of the SEN children is discussed and reviewed. If any additional intervention or support is required, parents will be informed and this will be recorded on the Class Provision Map.
- **Termly**, Individual Support Plans (ISP's) are devised and reviewed at least termly for children who have high SEN. This ISP records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets.

MOVING TO AN EHCP (EDUCATION, HEALTH AND CARE PLAN)

If children fail to make progress, in spite of high quality, targeted SEN support, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively

- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC PI

TEACHING AND LEARNING

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a learning assistant. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional learning assistant support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENCo who monitors overall progress after the intervention.

ADAPTATIONS TO THE CURRICULUM TEACHING AND LEARNING ENVIRONMENT

Hurley Primary School is on one level, corridors are wide and we have an easy access toilet. We generally find that no additional adaptations to the building are necessary for children with physical disabilities. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

ACCESS TO EXTRA-CURRICULAR ACTIVITIES

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

STAFF EXPERTISE

All of our teachers are trained to work with children with SEN. We offer training and self-help opportunities through access to in- house or LA courses, provision of books or guidance towards useful websites.

If we identify information we cannot access without the aid of additional, more specialist help, the school is able to buy-in additional expertise from the local authority. This includes Educational Psychologists and Advisory Teachers from The Early Intervention Service.

Currently Hurley Primary School subscribes to a weekly visit from Beth Parsons a Specialist SENCo teacher (SST) from the early intervention service. The SST supports Mr Morgans the School SENCo with high level SEN children.

PEOPLE PROVIDING SERVICES TO CHILDREN WITH SEND IN OUR SCHOOL

School Provision:

- Teachers responsible for teaching SEN groups/individuals on a part-time basis.
- Teaching Assistants mainly working with either individual children or small groups.
- Mr Morgans headteacher and school SENCo
- Specialist SENCo Support (SST) . The school's SST is Beth Parsons.

Outside Provision Delivered in School:

- Specialist SENCo Support
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- SALT (Speech and Language Therapy)
- Health Provision delivered in school
- School Nurse
- Occupational Therapy
- Physiotherapy
- Autism Outreach Service
- CAMHs

CHILDREN WITH SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS

Behaviour is not classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete a CAF with the family and support the child through that process.

If parents and school are concerned that the child may have mental health needs, the school or the GP can make a referral to CAMHS.

If the child is felt to have long-term social, emotional or mental health needs- for example with anger management- the school offers a range of social skills or therapeutic interventions. These are generally delivered by our Teaching Assistants who develop good, trusting relationships with the children.

Children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

TRANSITION ARRANGEMENTS

TRANSITION INTO AND WITHIN SCHOOL

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

TRANSITION TO SECONDARY SCHOOL

Transition reviews for Year 6 pupils are held, where possible, in the Autumn term of Year 6. The secondary school SENCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

GOVERNORS

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

COMPLAINTS

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

WARWICKSHIRE'S LOCAL OFFER

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. www.warwickshire.gov.uk

EQUAL OPPORTUNITIES

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non- judgmental attitude throughout the school

REVIEW FRAMEWORK

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

REVIEWED BY:

Headteacher	Glyn Morgans	Signed		06/12/2021
Chair of Governors	Karen Orman	Signed		06/12/2021

REVIEW DATE: DECEMBER 2022

If you have any queries or require further information please do not hesitate to contact us on **01827 872207** or email head2032@welearn365.com

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