



HUSBORNE CRAWLEY LOWER SCHOOL SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) 3.65 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 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was developed by Mrs G Davies using guidance from the NASEN organisation. The policy was shared with the SEN Governor and Full Governing Body and staff and parents were invited to read, comment and contribute to it. The policy reflects the SEND Code of Practice, 0-25 guidance and policy of co-production.

Section 1

Our school Special Educational Needs Coordinator (SENCo) is Mrs Gill Davies.

Contact with Mrs Davies may be made:

- via the school office,
- by email - office @hclowerschool.co.uk
- by telephone – 01525 280232

Mrs Davies holds the National Award for SEN (NASENCo award). Mrs Davies reports to Mrs Isaacs, the Headteacher and Mrs Emma Bowman-Smith, the Governor responsible for SEND.

Philosophy

We aim to provide the support needed to enable all children to achieve their potential. We ensure that the children feel valued and are able to work in an environment that is physically, socially and emotionally secure in order that they may progress successfully and experience achievement. Every teacher is a teacher of every child including those with SEND.

Section 2 - Aims and Objectives

Aims

The aims of our SEND Policy within the school are:-

- To ensure that all children receive a broad and balanced education with full access to the National Curriculum.
- To maximise the learning potential of all pupils by identifying and meeting their individual needs.
- To work together with parents, professionals and children in partnership.
- To implement the appropriate recommendations in the SEND Code of Practice 2014.

Objectives

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice 2014
- To operate a whole school approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN Inclusion Policy.
- To provide support and advice for all staff working with pupils with special educational needs.

Identification and Assessment

A child may be identified as giving cause for concern because:

- they appear not to be achieving at the appropriate level for their age
- their behaviour is inappropriate
- they show a specific area of concern e.g. speech or co-ordination difficulties
- they show lack of progress

Concerns may be raised by parents, class teachers, Head, SENCo or other professionals from whom advice has been sought.

The four areas of Special Educational Needs or Disabilities

The Code of Practice states that Special Education Needs and Disabilities may be divided into four separate areas, although many children's needs will cross two or more sections. The sections can include:

Communication and Interaction	Cognition and Learning	Social, emotional and mental health difficulties	Sensory and/or physical needs
<ul style="list-style-type: none"> • Speech and language needs • Social communication • ASD : Asperger's Syndrome and Autism 	<ul style="list-style-type: none"> • Children who learn at a slower pace than their peers • Moderate Learning Difficulties (MLD) • Severe Learning Difficulties (SLD) • Profound and Multiple Learning Difficulties (PMLD) • Dyslexia • Dyscalculia • Dyspraxia 	<ul style="list-style-type: none"> • Withdrawn, isolated, challenging or disturbed behaviour • Attention difficulties including ADHD • Anxiety • Depression • Self harm or substance misuse • Eating disorders • Other unexplained physical symptoms 	<ul style="list-style-type: none"> • Vision impairment (VI) • Hearing impairment (HI) • Multi-sensory impairment (MSI) • Other physical disabilities

(Pg 86 onwards of the SEND Code of Practice, 2014 provides details of the four categories.)

The purpose of identification of need, is to work out what action the school needs to take, rather than to fit a pupil into a category. The school will identify the needs of pupils by considering the whole child, not just their special education needs.

Factors which may impact on progress and attainment but which are not SEN.

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation)
- Attendance and punctuality
- Health and welfare
- EAL (English as an additional language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

Concerns about a child are passed onto the SENCo (Mrs Davies) who will suggest assessments that can be carried out in the classroom and make recommendations according to the results, carrying out further assessments as necessary. Following this a decision will be made either to put the child on the list of concerns or SEND list. Parents must be informed when a concern or special need is identified.

Section 4 - The Graduated Response to Special Educational Needs

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or teaching staff. It is their responsibility to ensure that all children can access the curriculum. This will be achieved by:

- Differentiation in planning and provision of suitable materials, so that the needs of individuals are recognised and every child works at the appropriate level.
- Flexibility where possible in teaching methods, to allow for children learning in different ways.

The Headteacher monitors the quality of teaching for all pupils, including those at risk of underachievement. If appropriate, CPD may be used to improve:

- teachers' understanding of strategies to identify and support vulnerable pupils
- teachers' knowledge of common SEN

Teacher concern

A teacher may add a child to this list if:

- he/she makes slower progress than would be expected
- the child's behaviour hinders their learning

- the child's behaviour towards others is causing problems

The teacher will differentiate the learning activities appropriate to the child's needs and continue to monitor progress.

The Code of Practice suggests that pupils may only be identified as having SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

The decision, involving the teacher, SENCo and Headteacher, whether to make special educational provision will be made based on information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. The pupil's data will be collected by accurate formative assessment, at least half termly and may involve the use of diagnostic tools and assessment materials. The school uses a cycle of Assess – Plan – Do – Review, this being:

- pupils are assessed,
- teaching and learning is planned appropriate to needs
- the planned work is carried out
- a review is carried out of learning and progress.

Quality first teaching.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Stage 1

If the child continues to make slow or no progress in spite of this, then they will be placed on Stage 1 (formerly known as 'School Action') of the Special Needs Register. This means that they may use special equipment, work in small, intervention groups or 1:1 with adult support in order to target their difficulties and boost their learning. The child will have an IEP (Individual Education Plan) created for them by the class teacher in collaboration with the child, their parents/carers. Progress will be monitored by the class teacher and SENCo and will be reviewed half-termly with the pupil and parent/carer. If it is felt that the pupil continues to need support, then a new IEP will be created collaboratively.

Stage 2

If, in spite of support and targeted interventions, a child fails to make sufficient progress, then advice from external agencies or specialists will be sought. The child will then be regarded as being on Stage 2 (formerly known as 'School Action Plus'). Advice from specialists and agencies will be taken into account when planning and delivering teaching and learning activities. The child's IEP will be adjusted to take account of information and advice given by the specialists. Written parental consent is gained prior to the formal involvement of any outside agency. IEP's will be reviewed half-termly by the class teacher, pupil and parents/carers.

EHC Plan

Sometimes children have needs which require greater support. These may be learning or health needs. If this is the case, then an application for assessment will be made, for an EHC plan (Education Health Care). From September 2014, an EHC plan replaces the Statement of Special Need. Existing statements will be replaced with EHC plans within three years of this date. Children who have a Statement or EHC plan will have an annual review. If an application for assessment is to be made, a Central Beds SEND Support Plan will be completed by the SENCo, class teacher, pupil and parent/carer. IEP's will be created using the guidance from the EHC plan.

Supporting children with behavioural difficulties and emotional difficulties

We recognise that inappropriate behaviour is a symptom and our responsibility is to identify, where possible, the underlying causes and provide a realistic and consistent approach to addressing the child's needs. We aim to do this by being clear about the behaviour that we are aiming to change, by identifying and avoiding the situations when the behaviour occurs and offering both support and motivation for pupils to change the inappropriate behaviour. We do this through setting realistic behavioural targets. We recognise that learning difficulties can have a variety of causes. We shall involve parents to try to identify the possible causes of inappropriate behaviour. Advice will be sought from the educational psychologist and the multi agency support team.

Managing Pupils Needs on the SEN Register

Class teachers:

- produce IEPs and IEP reviews for their pupils
- review and update pupil IEPs, half-termly
- provide the SENCo with copies of the IEPs and reviews
- save copies of the IEPs and reviews on the school network (secure)

The SENCo, in conjunction with the Headteacher, and /or the class teacher, will be responsible for:

- maintaining the records of IEPs, provision maps, teacher concerns and a profile/overview of the school's children with SEN
- monitoring the progress of children on the SEN register or teacher concern list
- reporting to the Headteacher, Governor with responsibility for SEN and the Governing Body
- liaison with parents and external agencies
- day to day implementation and monitoring of the policy.
- assessing children who teachers/parents feel are giving cause for concern.
- assisting when necessary, with the writing of IEPs to be implemented by class teachers, classroom assistants and parents.
- giving advice to and discussing relevant provision with the class teacher and classroom assistant.
- organising the provision of suitable Special Needs material
- working with staff to prepare and plan for children with statements.
- providing professional guidance to colleagues regarding SEND matters (staff meetings, in- service training).
- determining the strategic development of the SEND Policy in conjunction with the Governing Body.

Headteacher:

- monitors teaching and provision
- liaises with SENCo
- organises Teaching Assistant support for pupils with SEN
- deals with financial matters, e.g. cost of additional adult support, LA funding

Parents:

- work with child, class teacher and SENCo to arrange appropriate provision for the pupil in school
- supports their child and the school to make decisions, carry out learning activities e.g. homework or reading practise
- work cooperatively with school to support their child in their learning.

Section 5 - Criteria for Exiting the SEN Register/Record

If the pupil exceeds the expected progress and is consistently working in line with National Expectations, they may be considered for being removed from the SEN register. This decision will be made collaboratively by the pupil, their parents/carers, the class teacher, the SENCo and the Headteacher.

Section 6 - Supporting Pupils and Families

Parents may view the school's and Local Authority's local offer on their websites.

<http://www.centralbedfordshire.gov.uk/learning/local-offer/default.aspx>

<http://hclowerschool.co.uk/s-e-n-d/>

Central Bedfordshire parent partnership information may be found at

<http://www.parent.partnership@centralbedfordshire.gov.uk>

Parental Involvement

Emphasis is placed on parental involvement through:

- Regular meetings
- Informal discussion
- IEP creation and reviews
- Agreed parental involvement on IEP
- Providing them with information and support material
- Informal discussions with parents to include child where appropriate
- Including parents in interviews for additional LSAs to support statement delivery

Admission arrangements

The currently agreed admissions policy of the Governors makes no distinction as to pupils with special needs. The physical environment at Husborne Crawley has been adapted for wheelchair bound pupils. Within the admissions

policy, the aim of the school is to meet the needs of the child of any parent who wishes to register at the school. In the case of pupils with a statement of special educational needs, the Special Educational Needs Co-Ordinator will work closely with the LA named officer in coming to a decision about the most appropriate provision for the pupil. No pupil will be refused admission solely on the grounds that they have special educational needs.

Section 7 - Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The school will follow the Statutory Guidance on Supporting Pupils at School with Medical Conditions (September 2014). This may be viewed online or downloaded using the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/349435/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf

Section 8 - Monitoring and Evaluation of SEND

The Head regularly monitors and evaluates the quality of provision offered to all pupils, through lesson observations, drop-in visits to classrooms, scrutiny of work and pupil-progress discussions with class teachers.

Parent questionnaires are sent out annually and parent forums are held once a term which offer opportunities for feedback and discussion.

Section 9 - Training and Resources

The knowledge and skills of school staff and governors concerning the provision of special educational needs will be updated as necessary. This will include training to satisfy the Code of Practice on the identification and assessment of special educational needs. The SENCO attends SEND courses and staff are encouraged to attend training appropriate to their pupil's needs. The SENCO will report back to other teaching and non-teaching staff on current information concerning special educational needs. The SENCO attends the co-ordinators' conference annually and SEND professional study groups and briefings throughout the year.

The Headteacher and Governors are responsible for the allocation of money to meet the needs pupils with special educational needs. Funding is spent on additional staffing (SENCO and LSAs) and resources (books, tests, support materials).

Section 10 -Roles and Responsibilities

Role of SEND Governor

- To help to raise awareness of SEND issues at governing body meetings
- To ensure that the school's notional SEN budget is appropriately allocated to support pupils with SEN
- To give up-to-date information to the governing body on the quality and effectiveness of SEN and disability provision within the school
- To help to review the school's policy on provision for pupils with SEND
- To assure the governing body that the school website publishes the school's SEND offer in accordance with the new Code of Practice.

Designated Teacher with specific Safeguarding responsibility

Mrs Isaacs - headteacher

Member of staff responsible for managing PPG/LAC funding

Mrs Isaacs – headteacher.

Member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils

Section 11 - Storing and Managing Information

The SENCo maintains paper records in SEND files. Class teachers provide the SENCo with paper copies of IEPs and reviews and load copies onto the school's central network.

Section 12 - Reviewing the Policy

The SEND policy will be reviewed annually by the teaching staff and governing body. The governors will evaluate the success of the SEND policy and provision through monitoring how effectively pupils with special educational needs achieve at a level that reflects their ability. The policy is available on the school's website and on request from the school office.

It needs to be read in conjunction with other whole school policies including:

Assessment, Recording and Reporting Policy

Behaviour and Discipline Policy

Complaints Policy

Intimate Care Policy

Equal Opportunities Policy

Section 13 – Accessibility

Ways in which the school identifies and removes barriers to learning may be found in the Accessibility Action Plan.

The school's current targets, strategies and outcomes of the accessibility planning may be found in the Accessibility Policy and Accessibility Action Plan.

The school increases and promotes access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. For details, see the Accessibility Policy and Accessibility Action Plan.

The school has improved access to the physical environment of the school for example by adding ramps, handles, emergency push bars, and a toilet for the disabled. Consideration is also given to the arrangement of furniture both in the classrooms and around the school. Details may be found in the Accessibility Action Plan.

The school's Accessibility Action Plan includes planning to make available to disabled pupils, the written information that is normally provided by the school to its pupils without disabilities. The information takes account of pupils' disabilities and pupils' and parents' preferred formats.

Parents and carers can contact Mrs Davies (SENCo) or Mrs Isaacs . Contact details are shown at the beginning of this policy.

Section 14 – Complaints

If a parent has a complaint about the special educational needs provision for their child, they should report it to the class teacher, SENCO. If the matter is not resolved it should be reported to the Headteacher. If the parent is still not satisfied with the outcome they need to follow the complaints procedure as laid down in the Complaints Policy.

Written parental consent is gained prior to the formal involvement of any outside agency.

Support Agencies

The school has access to all the services available through the Central Bedfordshire Education Authority to support special educational needs in the school. These agencies include the educational psychologist, speech therapy service, emotional and behavioural difficulties support team, communication difficulties team, learning support service and the school medical service. The LA is responsible for providing Parent Partnership Services.

Links

The school links with other school to:

- share expertise
- liaise with middle school SENCOs and prepare children who will be moving on
- meet and visit teachers of children with SEND.

Online links:

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

- National Association for Special Educational Needs:
<http://www.nasen.org.uk/http://www.centralbedfordshire.gov.uk/learning/local-offer/default.aspx>
- Husborne Crawley Lower School's Local Offer: <http://hclowerschool.co.uk/s-e-n-d/>
- Central Bedfordshire parent partnership:
<http://www.parent.partnership@centralbedfordshire.gov.uk>

Policy last reviewed Spring Term 2016

Signed
(Chair of Governors)

Date

(signed paper copies of policies of are kept at school)

To be reviewed Spring Term 2017 by the Curriculum Committee