



Hunslet Carr Primary School

Special Educational Needs and Disabilities (SEND) Policy

2018-19

Governor Link	Staff link	Head teacher
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Date Ratified	Frequency of review	Date of next review
	Annually	October 2019

Introduction

This policy has been written by the school's SENCo in partnership with all staff and governors and incorporates known views of parents and children.

The Policy is provided in accordance with The Children and Families Act 2014.

The SEN Code of Practice also accompanies this legislation. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

The Policy also follows the guidance determined in The Special Educational Needs and Disability Regulations 2014

http://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi_20141530_en.pdf

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan.

These plans are being supported by an Education, Health and Care Plan

Pathway. You can view this new pathway on Leeds City Council's SEND Local Offer website:

<http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx>

Mission statement

At Hunslet Carr Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

Recently we asked staff, parents and children what they felt the strengths of our school are and they created the following grid:

The Children

Well behaved, calm and polite
Engaged, positive and resilient
Supportive and helpful towards others
Have an input on important decision
Have a sense of belonging

The Curriculum

Fun curriculum that is engaging
Maintains a strong focus on basic skills
Enriched through extra-curricular activities
Supports our most vulnerable children
Provides experiences & opportunities

The Community

Support the whole family not just the child
Recognises the importance of attendance
Has a growing reputation as a good school
Help celebrate the children's achievements
Supports the school on improving behaviour

The Staff

Develop nurturing relationships with children
Provide good quality teaching and learning
Support one another to help the children
Are consistent in how they treat children
Identify children's SEN needs early

We celebrate our achievements, talents and cultural diversity; irrespective of individual differences within the protected categories of the Equality Act of 2010. Together we take pride in making a positive contribution to our school and the wider community.

Aim

We aim to provide every child with access to a broad and balanced education that includes the National Curriculum in line with the Special Educational Needs Code of Practice. By focussing on outcomes for our children we aim to raise aspirations and expectations.

Objectives

- To seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and Early Years settings prior to the child's entry into the school.
- To provide a Special Educational needs coordinator (SENCo) who will work within the guidance provided within the SEND Code of Practice 2014
- To monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- To operate a whole school approach to the management and provision of support for special educational needs whereby every teacher is a teacher of SEND children and is supported by the Senior Leadership Team
- To provide appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCo and Senior Leadership Team and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- To work with parents to gain a better understanding of their child and to involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- To work with outside agencies when a pupils' needs cannot be met by the school alone.
- To create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays and

sports teams. The views of some SEND children are recorded on their individual passports.

Identifying Special needs

At Hunslet Carr we recognise the importance of early identification of SEND. Early intervention and response improves the long-term outcomes for students.

Every student's skills and attainment will be assessed either upon entry or ideally prior to entry through our screening system. At the same time, we will consider whether a young person has a disability under the Equality Act 2010 and, if so, what adjustments may need to be made.

It is recognised that children with a disability may or may not have SEN. Children with who have an identified disability only will have their needs met under the accessibility plan prepared by the governing body under paragraph 3 schedule 10 of the Equality Act 2010 from Children and Families act 2014.

The needs of the child are evaluated through a range of indicators and will determine the provision we will provide. The SENCo will gather information including the views of the student and parents in order to make accurate assessments. To aid the process we have a Speech and Language Therapist employed by school who can assess Language and Communication difficulties and experienced nurture staff who support and assess social and emotional difficulty. We also have traded support from an Educational Psychologist every fortnight who can support assessment as necessary.

Sometimes external agencies such as the Complex Needs Team, Educational Psychology Service, Speech and Language Therapy or Children and Adult Mental Health Service CAMHS may assist in recommendations of provision.

Once the appropriate assessments have taken place, a decision will be made on whether a student has SEND in one or more of the 4 'broad areas of need'; defined in the Code of Practice

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory or Physical Needs

If it is thought that non SEND factors such as attendance, punctuality, health or social difficulties are the reason for low attainment and progress, school is well placed to offer support through our parent support worker, attendance officer or Child protection officer.

It should also be noted that persistent disruptive or withdrawn behaviours do not necessarily mean that a young person has SEND. Assessments will be made to determine if there are factors such as undiagnosed learning,

communication or mental health difficulties and through consultation with parents, provision will be established. If it is thought that factors such as housing, family or other domestic circumstances may be affecting behaviours, a multi-agency approach through an Early Help Plan may be appropriate.

Graduated response

Special Educational Provision at Hunslet Carr

Class teachers are responsible and accountable for the progress and development of all children in their classes, including where students access support from teaching assistants and/or specialist staff.

When it is determined that a pupil does have SEND, parents will be formally advised and the child will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and that the interventions being used are developing and evolving as required. Where external support professionals are already involved, their work will help inform the assessment of need. Where they are not involved a referral for support may be made, if this is felt to be appropriate and will follow discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of the child's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are expected. It is the teachers responsibility to familiarise themselves with the principals behind interventions in order to reinforce them in the child's classroom learning.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and provide links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

Reviews of a child's progress will be made regularly at Pupil Progress/ SEND meetings. Progress will be shared on parent's evenings and through meeting with the SENCo. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents.

The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress making any necessary amendments, in consultation with parents and the pupil.

Funded children will be reviewed either termly or annually in line with Local Authority guidelines.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans may combine information from a variety of sources including Parents, Teachers, SENCo, Social Care and Health professionals. Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of Professionals from education, health and social care as to whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Managing pupils needs on SEND register

High quality teaching, differentiated for individual students, is the first step in responding to children who have or may have SEND. For many children this will involve careful use of B Squared assessment and subsequent differentiated planning. Additional support cannot compensate for the lack of good quality teaching. Reviews and observation of the quality of teaching will include teacher's understanding of strategies to support vulnerable students.

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided in school. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND. There is an open door policy whereby the SENCo is available as much as practically possible to support staff.

In class, provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual outcome based targets that motivate pupils to do their best, and celebrate achievements at all levels.

The Senior Leadership Team and SENCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom where every effort is made to ensure extra staff makes inclusion for all possible.

Supporting Pupils and Families

Information for families regarding the Leeds Local offer for SEND can be found at <http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx>. Supporting this, School has a statutory requirement to provide an SEN Information Report and this can be found on the school website

The school has successfully built strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective delivery of SEN provision within our school.

The SENCo is a designated person responsible for liaising with Social Care. In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency

Supporting children with medical problems

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 Plan (EHCP) which brings together health and social care needs, as well as special educational provision. In this case the SEND Code of Practice (2014) will be followed.

The school's policy for supporting pupils with medical conditions is available on the school website

Monitoring and evaluation of SEND

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of termly parent evenings, open days, school council meetings, pupil centred reviews, pupil progress meetings and SEND reviews. The SENCo as part of SLT observes Teaching and attends Pupil Progress meetings to monitor progress on a termly basis in line with the SEN Code of Practice.

SEND provision and interventions are recorded on a provision map. This is updated by class teachers and is monitored by the SENCo. All interventions are monitored and evaluated termly by the SENCo using B Squared assessment or other evidence based data. The interventions team meet regularly to discuss children's progress and support each other. Information is fed back to the staff children and parents. This helps to identify whether provision is effective.

When a child no longer matches the definition of SEND they are removed from the register following discussion with teacher, child and parents. They will continue to be monitored.

Training and resources

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional high needs top up funding. This additional funding for the most complex needs is requested by the SENCo. A panel will determine whether the level and complexity of need meets the threshold for this funding. It is then be the

responsibility of the SENCo, Head teacher, Senior Leadership Team and Governors to agree how the allocation of resources is used.

All staff in the school are provided with general or specific training on meeting the needs of SEND within their classroom. The SENCo is aware of all relevant courses relating to SEND and attendance will be planned in relation to staff need and decisions about staff development.

Occasionally, specialised training will be necessary to support the needs of a particular student. This will be provided to those staff most directly involved with the student. Much of this training will be delivered in school, by specialist services, e.g., Educational Psychology Service, Sensory Needs Service, Complex Needs Service, STARS team and NHS professionals such as Speech and language therapists. There is an expectation that staffs who receive training will disseminate their knowledge to others to benefit all working in SEND.

The SENCo regularly attends network meetings and training courses in order to keep up to date with local and National developments She has the Nation Award for SEN and is a member of Nasen.

Roles and responsibility

- The Governors must have regard for the Code of Practice (Children and Families Act 2014, part 3) when carrying out their duties towards all students with SEND. The Governors and Head teacher are responsible for the school's policy and approach to meeting students' special educational needs and disabilities.
- The Head teacher has overall responsibility for the management of SEND provision. On a day to day basis, this responsibility is delegated to the SENCo who keeps the Head and governing body fully informed, through the line management system.
- All teachers are teachers of students with SEND and they have a key role in ensuring that students' needs are identified and met. They are responsible for the progress, development and attainment of all SEND students in their classes, including where students access support from teaching assistants

Reviewing policy

This policy will be reviewed on an annual basis. The process of review will involve the SENCo, the SEND Governor, the Senior Leadership Team and all teaching staff

Review of the policy will take into account:

- The progress made by students with SEND at the school.
- The success of the school in its aim for the inclusion of children with SEND.
- Any recommendations from Ofsted or the LA about improving practice.
- Any factual changes, such as names of personnel

Accessibility

The school complies with all relevant accessibility requirements; please see the school accessibility plan for more details.

Parental concerns regarding SEN

- If any Parent/Carer has concerns, or wishes to make a complaint regarding their child's Special Educational Needs these procedures should be followed:
- Raise initial concerns with the subject teacher/personal tutor. Usually any problem can be dealt with at this stage.
- Arrange a meeting with SENCo - if conflicts cannot be resolved the Head teacher should be involved.
- Arrange a meeting with Special Needs Governor.
- Arrange a meeting with a sub-committee of Governors.
- Full Governors meeting.

At any point the parent may wish to contact Leeds SEND Information Advice Support Service (formally Parent Partnership) at www.leedssendiass.co.uk for advice.