

Heybrook Primary and Nursery School



Special Educational Needs and Disabilities Policy

Heybrook Primary and Nursery School is committed to ensuring that the necessary provision is made for every pupil at school and nursery. The staff at Heybrook are passionate about inclusive education and we welcome children from all types of diversity including religion, culture and intellectual attainment while striving to meet the needs of all pupils including those with learning difficulties, disabilities and special educational needs. The Code of Practice 2014 states that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives and
- Make a successful transition into adulthood whether into employment, further or higher education or training.

Heybrook Primary and Nursery School believes that all children with a Special Educational Need or Disability (SEND) must have their needs recognised and assessed with appropriate and timely intervention being put in place. All staff have the responsibility to promote disability equality. The staff strive to deliver an appropriate curriculum in order to:

- Provide suitable learning challenges
- Meet the students' diverse needs
- Remove the barriers to learning and assessment.

What is a Special Educational Need (SEN) or disability?

A child is considered to have SEN if they require additional provision which is above and beyond that offered to the majority of children in the same educational setting. This provision is offered for one of the following reasons:

- (The child) has a significantly greater difficulty in learning than the majority of others of the same age, or
- (The child) 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 or mainstream post-16 institutions.

(SEND Code of Practice 2014)

Types of SEND

There are 4 types of SEN as defined in the SEND Code of Practice 2014, these are:

1. Communication and interaction
2. Cognition and learning
3. Social emotional and mental health difficulties
4. Sensory and/or physical needs

At Heybrook our aims for SEND pupils are to:

1. Quickly identify pupils who have additional needs.
2. Work within the guidance provided in the SEND Code of Practice 2014.
3. Provide high standards of education which take into account the specific needs of each child.
4. Monitor and assess provision to ensure it is appropriate in supporting progress.
5. Develop confident staff so these needs can be catered for.
6. Provide thorough assessment systems which show all steps of progress and provide next steps for target setting.
7. Work closely with parents and their children to develop policies and procedures.

Identification of pupils with SEND

In line with the SEND Code of Practice 2014, children are considered to have SEND if they fit into any of the following categories:

- Those children who have a statement or EHC Plan.
- Those children for whom school are providing 1:1 support.
- Those children who require extra provision because a physical disability prevents them from accessing educational facilities.
- Those children who are in receipt of special educational provision, different and additional to that normally available to children of the same age.
- Those children who have not been able to close attainment gaps and who are working significantly below the attainment level of their peers.
- Those children who have been in receipt of extensive outside agency involvement.

Graduated Response

At Heybrook we assess all children regularly to ensure that they are making progress in line with national expectations and their peers. The following processes, entitled the Graduated Response, are followed in order to identify children with SEND:

- All children are exposed to quality first teaching. Regular assessments are carried out to ensure progress is being made.
- Pupil Progress meetings take place following each round of assessments. The Pupil Progress Leader helps teachers and Team Leaders identify children who are in need of additional support.
- Intervention programmes are put in place to support children who are struggling to make progress in line with their peers.
- Children who continually fail to progress despite quality first teaching and extensive interventions are identified to the SENCo and placed on the SEND Register.
- Parents are informed of their child's placement on the register.
- Advice from outside agencies (possibly including the Educational Psychologist, RANS, NHS specialists) is sought.
- Outside agency advice is followed and specialist interventions are put in place to support progress.
- If a child is considered severe and complex then an EHC Plan is applied for.

Occasionally there are children who start nursery or school who have already had extensive involvement from outside agencies - these children are automatically put onto the SEND register so they can receive the support they need immediately.

Managing the needs of individual children on the SEND register

Children who are identified as having SEND are tracked in the same way as their peers. In addition to having regular assessments and receiving necessary curriculum based interventions alongside other children in their year group, they will have access to the following support:

- Specialist SEND small group interventions (for example Speech and Language)
- One to one teaching sessions outside the classroom
- One to one adult support during whole class teaching and learning
- Outside agency support
- Personalised timetables
- Sensory breaks
- Support at lunchtimes/breaktimes

What is an EHCP?

An EHCP (Education Health Care Plan) is a statutory assessment carried out for children who have needs which are considered to be severe and complex. Applications for an EHC assessment are made to the local authority and these are written using information from a number of sources including home, school, health professionals and other agencies. The plan includes long term outcomes and short term targets for the child and specifies the amount of extra support they should be receiving in school. All children with an EHC Plan have an Annual Review which considers the outcomes and targets and how these are being met.

Individuals with responsibility for SEND

As outlined in the SEND Code of Practice 2014, ultimate responsibility for the progress of children with SEND lies with the class teacher. Teachers need to be aware of the specific learning needs of the children in their class and plan their lessons accordingly in order to meet those needs.

The class teacher will:

- Ensure that the child's needs are met through appropriate differentiation, use of resources and teaching strategies in the classroom setting.
- Monitor, evaluate and review the child's progress and discuss this with parents and the SENCo.
- Liaise with any multi-agencies involved with the child, supported by the SENCo as necessary.
- Inform the SENCo of any resources, additional support or CPD required to continue meeting the child's needs.
- Work directly with vulnerable children as much as any other child during the week.
- Provide positive support for any intervention programme.
- Organise TA support in the classroom to maximum effect.

The SENCo will:

- Oversee the day-to-day operation of the school's SEND policy.
- Co-ordinate and monitor the provision for children with SEND and feed back to the Senior Leadership Team and governors.
- Monitor the progress of children with SEND.
- Liaise with the relevant Designated Teacher where a looked after pupil has SEND.
- Give advice and guidance to teachers/TAs who are working with children with SEND.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with parents of pupils with SEND.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Liaise with the headteacher and Senior Leadership Team regarding SEND and staff training needs.
- Ensure that the school keeps the records of all pupils with SEND up to date.
- Apply for statutory assessments for those children with severe and complex needs.
- Ensure that Annual Reviews are carried out in line with legislation.
- Ensure that staff are sufficiently trained to support the child/children they are working with.

The Headteacher/Deputy head will:

- Oversee the work of the SENCo.
- Evaluate the progress of children with SEND.
- Ensure that the governing body are kept up to date with any issues relating to SEND and children in school with SEND.

The SEND governor will:

- Meet regularly with the SENCo to discuss SEND provision in school.
- Have an overview of current legislation and how this is met within school.
- Review the SEND policy and contribute to this where necessary.

The physical environment

Heybrook Primary and Nursery School has an Accessibility Plan which addresses the physical environment. This plan sets out the proposals of the governing body to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

A copy of this plan is available on the school website or on request from the school office.

Parental Involvement

At Heybrook parents are involved in every aspect of their child's education. All parents are invited to regular Parents' Evenings where teachers meet with them to discuss the progress of their child/children. If there is a concern about a child then this will be raised at the Parents' Evening. When a child is added to the SEND Register the SENCo will send a letter home to explain this to parents. The SENCo will also offer half termly SEND Parent Drop In sessions so that parents of SEND children can discuss any concerns they might have.

In line with the Code of Practice, parents whose children have an EHC plan will be invited to discuss their child's progress and needs at an Annual Review meeting. This meeting is an integral part of ensuring that any child with an EHCP is having their specific needs met and parents' views are paramount in this process. Representatives from outside agencies who are involved with the child will also be invited to the meeting to contribute their views.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)
- SEND Code of Practice 0-25 (2014)
(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf)
- Schools SEN Information Report Regulations (2014)
(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251874/Consultation_on_draft_0_to_25_Special_Educational_Needs_SEN_-_SEN_information.pdf)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf)

- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013 (<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012 (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers_Standards.pdf)

Michelle Berry, SENCo August 2017

Approved by governors September 2017

To be reviewed annually