



HEYBROOK SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY & ORGANISATION

Heybrook is an inclusive school and we ensure that we welcome and make education available for children regardless of their attainment level, physical disability or medical needs. We have high expectations for all our children.



SEND Governor: **Rosemary Nunwick**
 SEND Co-ordinator Nursery: **Rebekhae Gray**
 SEND Co-ordinator Rec – Y6 : **Michelle Berry**
 SEND clerical support: **Anne Sheridan**

Organisation of our school

Children are grouped and taught in year groups with provision made for those children who are working above and below national expectations particularly in English and Maths.

It is a normal part of our school organisation that we operate many different intervention groups for all children who require extra support. The school employs a number of teaching and support staff to ensure that children are grouped in ways that are most supportive of the progress they need to make. In this way the school addresses the individual learning needs of all its pupils.

Responsibility

It is the responsibility of **all teachers** to plan provision for the range of ability within the class. It is the class teacher's responsibility to ensure that every child in the class should make their expected progress.

How We Track Progress and Attainment

The school is organised to track every child on a half termly basis and to ensure that each child is provided with the teaching they need in order to achieve their targets. Within this structure we identify and support all children with educational needs whether or not they have an Education, Health and Care Plan. The system we operate identifies children who are:

- Failing to match previous progress,
- Are failing to close the attainment gap with peers or
- Who are progressing at a significantly slower pace than their peers.

In this way the identification and support for SEND needs is built into the way in which the school operates.



Which children are entered on to our Special Needs Register?	Code
<ul style="list-style-type: none"> Those children with statements or EHC plans (or those we think might qualify for an EHC plan), and who have a medical or learning difficulty which calls for provision which is different from or additional to that normally available to a child at our school. 	E (or S) K
<ul style="list-style-type: none"> Those children for whom we are using outside agencies or teams to help us to provide for their educational needs if their progress and rate of attainment is significantly slower than their peers. 	E, S or K
<ul style="list-style-type: none"> Those children who on completing their end of year assessments are at least a year behind the chronological expectation for their year group in Reading, Writing and Maths. 	K
<ul style="list-style-type: none"> Those children who because of vulnerability both the Assessment Co-coordinator and the SENCO feel need the added support of being part of the register. <p><i>(Being on the medical register for any form of behavioural, medical or physical reason will not mean that a child will be on the SEN register unless they fall into the categories above)</i></p>	K
<p>Changes to the SEN Register</p>	
<p>It is expected that once entered on to the register children will stay under this special support and scrutiny for at least one academic year. At the end of the year the SENCo and Assessment Coordinator will review the register and decide on additions and deletions.</p>	

The Role of the SENCo (SEN Co-ordinator)

Heybrook has two SENCos – one in the Nursery and one for the main school (R-Y6).

Code E & S

These children will require extra support and regular meetings with teachers, parents and the relevant outside agencies for setting targets and ensuring that those targets are met. The SENCo will co-ordinate and minute these meetings and keep a special eye on those children, being in close contact with the child’s one to one learning support assistant and current teacher to make sure that progress is made.

Code K (but working towards an EHC plan)

For those children who appear to qualify it is the role of the SENCo to identify and negotiate a path towards receiving an EHC Plan – following the guidelines from the local authority.

Code K

For those children who have qualified for being on the SEN register because of significantly slower progress it is the SENCo’s role to oversee the progress that these children are making in Reading , Writing and Maths. The SENCo will use her time and the resources at her disposal to try to accelerate progress. She will negotiate with teams and individual teachers to try to un-pick barriers to learning and slot in any extra support that could be provided. The SENCo is a **Champion** and an extra layer of support for those children on the register and is focussed on their educational advancement.

Children with Physical or Medical Issues

These children will be included on our medical register and will often receive support from other agencies outside the school, such as the Hearing Impaired Service. They will not necessarily be included on our Special Needs register unless they fall within the definitions as set out above.



Speech and Language Therapy

Referrals to Speech and Language Therapy is driven both by parental concerns or teacher referrals for children who have difficulties in speaking or who have delays or confusions in their acquisition of language.

Children working with the Speech Therapy department will not necessarily be on the SEND register unless they fall within the definitions as set out above.

Parental Involvement

Parents are involved in every aspect of their children’s education and will be notified at Parents’ Evening or by letter if a child is working below the level of their peers and receiving extra intervention/catch-up programmes.

Parents whose children have an Education and Health Care Plan from the Local Authority will be invited to an Annual Review meeting to discuss their child’s progress. Both parents and children’s views are sought as a part of the published agenda at these meetings. Sometimes the school will suggest interim review meetings at a mid-year point. In addition parents are also invited to two Parents’ Evenings within the school year and will receive a written progress report at the end of the year.

Should parents have any complaints to make they are very welcome to come into school to talk to the Special Needs Co-ordinators or the Head teacher. The school also has a complaints policy which is on our website and which explains the procedure for making a formal complaint.

Parents will also find very useful information and support by accessing Rochdale Local authority website and looking at the section entitled **Local Offer**. <http://www.rochdale.gov.uk/schools-and-education/special-educational-needs/Pages/send--the-local-offer.aspx>

Appendix 1 – outline of duties and procedures for SEND team

Heybrook School Special Education needs organisation
Sendco team – Deputy Head, SENCo, Office support

Action	SENCo	Nursery SENCo	SEN admin support	Deputy Head	SEN Governor
SEND supported children E, S & K	Have a good overview of the progress of all children on the SEND register Make applications for EHC plans	Use definitions to compile an SEN register. Make applications for EHC plans		Have an overview of the system; ensure all teachers know how the system works. Know which children are making progress and be aware of the teaching in place for those who aren't. Ensure that SEND provision is of a high standard in the school.	Have an overview of the system; ensure all teachers know how the system works. Ensure that SEN provision is of a high standard in the school
Intervention, support and progress	Know what intervention and support is being offered to the children on the register and track the progress being made against the targets they have been set. Monitor EHC Plans	Devise support programmes and track progress of those on the SEN register.			



Action	SENCo	Nursery SENCo	SEN admin support	Deputy Head	SEN Governor
Medical register	Ensure that this is regularly updated and that teachers are made aware of the medical needs in their class	Ensure that this is regularly updated and that nursery staff are made aware of the medical needs of the children in their care.	Ensure medical register – glasses, asthma, other medical conditions is up to date and a copy of the register in registers for teachers to keep (and amend) Liaise with Kitchen re food allergies and produce picture register		
Outside agencies	Liaise with all relevant outside agencies Make referrals to outside agencies e.g. SLT, OT, RANS, EP Arrange and prepare for meetings	Liaise with all relevant outside agencies Make referrals to outside agencies e.g. SLT, OT, RANS, EP Arrange and prepare for meetings		Ensure best use of outside agencies	
SEN statement / EHC plans	Prepare paperwork and ensure all evidence is in place for submissions to L.A. Liaise with L.A.	Prepare paperwork and ensure all evidence is in place for submissions to L.A. Liaise with L.A.	Support in preparation of statements as requested by SENCo	As required – have an overview of the progress of this work and when EHC plans have been put in place Ensure that LSA's are appointed as required	
Annual review of EHC plans	Set dates for reviews, invite L.A., parents, teachers, LSA's, Deputy Head whenever possible reviews will be held outside of school time Pass agenda to DH to chair the meeting and take minutes. Follow up from review as agreed	Set dates for annual reviews and work with Rec SENCo with reviews if required.	Maintain the annual review calendar Support SENCo as requested with letters of invitation, paperwork before and after the meeting	Chair annual reviews, liaise with pastoral manager to ensure all children with statements and their parents are supported as necessary	Attend some annual reviews
Supporting K coded children	Track and Champion the progress of all those on the SEN register to ensure progress.	Track and Champion the progress of all those on the SEN register to ensure progress.		Have an overview of progress of SEN children and support the SENcos in providing resources to support this .	



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Transition	Ensure smooth transitions from different phases or to and from other Primary schools for EHC & S children.	Ensure smooth transition within the Nursery and from Nursery to Reception for EHS and other vulnerable children.	Support with paper work as requested		
Training	Liaise with MLT and SLT to ensure staff training as required	Liaise with MLT and SLT to ensure staff training as required		Organise all necessary training	As necessary
Resources	Liaise with DH to secure budget and order resources as required. This can include using LSA one to one support creatively to support other children where their time table allows them to move away from the child they normally support.	Liaise with DH to secure budget and order resources as required		Ensure budget for all SEND resources ensure recruitment of LSAs	Support funding for SEND at Governor level
Reporting to governors and stakeholders	Produce a termly report tracking the progress of the children on the SEND register.	Produce a termly report tracking the progress and intervention support of the children on the SEND register.		Present reports to governors Present SEND information on our website	Ensure Governors are aware of SEND and the outcomes for the school. Be a critical friend to the SEND team.
Supporting SEND team	Work with nursery SENCo to support best practice and share information.	Work with Rec – Y6 SENCo to support best practice and share information.		Meet with SEN team to ensure best practice.	Meet with SENcos to ensure best practice.
Developing SEND systems	Meet and produce an annual action plan. Work to complete actions	Meet and produce an annual action plan. Work to complete actions	Support development of an action plan. Work to complete actions	Meet with SEND team to produce an action plan.	Support best systems

If you would like any further details about Special Educational Needs provision at Heybrook, or to discuss your child's requirements, please feel free to contact the school and ask to speak to our SEND co-ordinators or the Deputy head Teacher.