

LITTLE REDDINGS PRIMARY SCHOOL

SEN POLICY

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (DfES 2014) 3.65 and has been written with reference to the following guidance and documents:

- Schools Admission Code, DfE February 2012
- Special Education Needs and Disability Regulation 2014, Part 3 Schools' duties
- Hertfordshire County Council (HCC) Special Educational Needs and Disability Strategy 2015-2018
- Equality Act 2010: advice for schools DfE (updated June 2014)
- SEND Code of Practice 0-25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (Sept 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2014)
- Working together to safeguard children (2013)

This policy should be read with the following Little Reddings Policies:

- Equality Policy
- Behaviour/Disciplinary Policy
- Safeguarding Policy
- Complaints Policy

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEN Code of Practice (DfES 2014) says children have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significant greater difficulty in learning than the majority of others of the same age,
- b) has a disability (defined below) which prevents or hinders him or her from making use of facilities, generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Definition of disability

A child or a young person who has SEN may also have a disability under the Equality Act 2010. Disability is defined as, "a physical or mental impairment which has a long-term and substantial adverse effect on his or her ability to carry out normal day-to-day activities". This definition provides a relatively low threshold and includes more children than many realise. 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' SEN Code of Practice (2014, P5).

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Difficulties related solely to limitations in English as an additional language are not SEN.

Definition of special educational provision

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools or maintained nursery schools.

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and Disability Code of practice: 0 to 25 years July 2014.

Our aims are:

1. To ensure that all pupils with SEN have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing.
2. To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently.
3. To ensure all children can access a balanced curriculum, differentiated where appropriate.
4. To ensure that all pupils with SEN are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.

5. To develop a close working relationship with parents.

Objectives

- Assess the child in order to identify the learning needs of the pupil with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SEN team and leadership team and will be carefully monitored and regularly reviewed in order to ensure that individual targets are met and that all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils, and the effectiveness of the school's SEN work.
- Support from outside agencies when a need has been identified and discussed with parents.
- Create a school environment where pupils feel safe to voice their opinions of their own needs. This means providing regular one to one meetings between pupils and their teacher/SENCOs and will be made easier by carefully monitoring the progress of all pupils. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school like e.g. membership of the School Council.

Arrangements for coordinating SEN provision

The SENCO holds details of the following records:

- background/history information about each child with SEN is collected and properly documented
- Assessment
- for children receiving SEN support
- for children with Provision Plans
- for children Education, Health and Care Plan
- all Support Plans for individual pupils.

All staff can access:

- The Little Reddings SEN Policy
- The SEN Register
- Guidance on identification in the Code of Practice (SEN Support, Education, Health and Care plans)
- Information on individual pupils' special educational needs including Support Plans
- Practical advice, teaching strategies; and information about types of special educational needs and disabilities
- Information on current legislation and SEN provision

Relevant information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-

to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

Information for parents can be found on the school website.

Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, Schools Admission Code, DfE February 2012, Equality Act 2010, all over relevant legislation and Little Reddings School Policies. This includes children with any level of SEN; those with an Education, Health and Care plan and those without.

All SEN paperwork should be passed to the SENCo by the previous school or setting/parents as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeder school and the receiving school's SENCo to aid the smooth transition of the pupil, and discuss arrangements to be made as well as any other important information relating to that child's needs. Where face to face meetings are not possible, contact will be made using the telephone to ensure that there is a good understanding of what type of provision is required.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

Children with Medical Needs

The Children and Families Act 2014 places a duty on schools to support children with medical conditions. At Little Reddings we ensure that children with medical conditions are supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may also be disabled and where this is the case, the school will comply with its duties under Little Reddings' Equality Policy in line with the Equality Act 2010.

The process for identifying and managing children with SEN

The SEND Code of Practice 0-25 (DfES 2014) identifies four broad categories of need.

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD (Autism Spectrum Disorder), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

- Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.
- Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severer learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication. Through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways.
- These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.
- These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.
- Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- Schools and colleagues should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.
- Safe participation of the child will be used in order to facilitate a stimulating learning environment.
- The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

Sensory and/or physical needs

- Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.
- These difficulties can prevent or hinder them from making use of the educational facilities generally provided.
- These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.
- Children and young people with an MSI have a combination of vision and hearing difficulties.
- Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.
- Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

The above four broad areas provide an overview of the range of needs present in our school. Once a child's needs have been identified, the SENCo, with parents and the child (if appropriate), decide

upon the support to be provided and the action the school needs to take. The needs of the whole child will be taken into consideration during this process.

The following needs are NOT considered to be SEN but they may impact on a child's progress and attainment:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Receiving a pupil premium allowance
- Being a looked after child
- Being a child of a serviceman/woman

These issues are monitored by the school for every child where relevant.

A graduated approach to SEN Support:

Our approach to SEN support is based on a continuous cycle. This is a four-part cycle (assess-plan-do-review) through which earlier actions are revisited, refined and revised with a growing understanding of the pupils needs and of what supports the pupil in making good progress and securing good outcomes.

Quality First Teaching

- a) Any pupils who are failing significantly below the range of expected academic, and non-academic, achievement in line with predicted performance indicators and grade boundaries will be monitored by the class teacher. Assessment and appropriate evidence will be documented.
- b) Once a pupils has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties
- c) The child's class teacher is responsible and accountable for the process and development of all the pupils in their class (including where pupils access support from a teaching assistant or specialist staff). The teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The teaching for all pupils is regularly reviewed, including for those children at risk of underachievement. This includes giving teachers access to a range of strategies to identify and support vulnerable pupils.
- e) The SENCo will be consulted for support and advice and may wish to observe the pupil in class.
- f) The teacher and SENCo will consider all the information gathered about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessments.
- g) If a pupil has recently been removed from the SEN Support list they may also fall into this category as continued monitoring will be necessary.
- h) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- i) The child is recorded by the school as being under observation due to concern by parent or teacher, using Little Reddings First Steps forms, but this does not place the child on the SEN

register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.

- j) Regular pupil progress meetings will be used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and the progress being made.

Additional Support 1 (AS1)

- a) This recognises pupils who are identified as requiring additional and different help as well as the regular differentiated curriculum. Under AS1 the school puts provision in place without reference to regular external advice or without additional resources being provided by the local authority
- b) Class teachers will collaborate with the SENCo on the monitoring of progress and then evidence gathering and identification if that is required.
- c) Once the SENCo has been notified she will make her own assessment through reviewing the evidence of identification supplied by the teacher. With this knowledge the SENCo and Middle Managers (e.g. AHTs) can help with planning for future in-school support. Action that has already been taken is reviewed and altered in line with the new findings.
- d) If it is felt that the child is likely to have special educational needs rather than just requiring a differentiated curriculum then a Support Plan is drawn up, detailing provision and how it will be coordinated. The class teacher, with support from the SEN team and in consultation with parents or carers, will draw up the Support Plan.
- e) Support Plans and reviews are recorded on the School System and parents are informed and consulted at every stage.
- f) This should be seen as a transitory stage. Whilst on this level of support we will be involved in identifying if the child does have specific SEN or is underachieving because of other factors.
- g) Children at this level of our graduated approach will be recorded as NSA (SEN Support but no specific assessment of need type) on our database.

Additional Support 2 (AS2)

- a) When a child has been identified as having SEN and step have been taken for provision under AS1 but the child has not progressed as expected an assessment will be made to identify specific areas of need.
- b) After discussion with parents or carers, internal or external professionals will be requested to make their own assessments of the child and provide support in the planning of extended provision, continued assessment and revised action points.
- c) The school will make every effort to ensure that the additional advice provided is put into practice as swiftly as possible and will keep in regular contact with support services and parents regarding progress and targets met. External input may involve support and intervention, for example through specialist teaching or therapy. The school will coordinate these actions and will, together with the external progression, monitor, review and evaluate the effectiveness of interventions.

A graduated approach to SEN Support:

This system develops an integrated assessment and review process from birth to 25 years, leading to a single plan. This plan will involve Education, Health and Care services bringing together the range of support on which children, young people and their families can rely, referred to as the Education Health and Care Plan (EHC).

If a child has lifelong of significant difficulties they may undergo an Education, Health and Care Plan Assessment which is usually requested by the school but can be requested by a parent. This new system is an integrated assessment. The Local Authority will be given information about the child's progress over time and documentation in relation to the child's special educational needs. An assessment will occur when the Local Authority believes that the school has taken every step possible to support the child but is unable to provide the level of support needed alone.

- The application for an Education, Health and Care assessment will combine information from a variety of sources including:
 - SENCo
 - Continuous observations and monitoring, sharing findings with staff and the parent
 - Special Intervention Plan (SIP)
 - Individualised Teaching Plan (ITP) with attainable goals for the child involvement
 - Health Professionals
 - Care Professionals
 - Outside Agencies

Information will be gathered relating to the current provision provided, action points that have taken and the preliminary outcomes of targets set.

Education, Health and Care Plan

Little Reddings School will follow the regulations set out in the SEND Code of Practice 0-25 (July 2014). Following assessment, an Education, Health and Care will be provided by Hertfordshire Local Education Authority if it is decided that the school cannot provide for the child's needs on its own. The school and the child's parents will be consulted before the decision is made. Parents have the right to appeal against a decision either for or against an Education, Health and Care Plan for this child.

Once the Education, Health and Care Plan is completed it will be kept as part of the pupil's formal record and reviewed annually by Little Reddings School SENCo, outside agencies, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as far as possible, in line with the wished of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN 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.

The school curriculum (in line with the new curriculum September 2014) is regularly reviewed by teacher, faculty leaders and SLT to ensure that it is accessible to pupil of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEN provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to achieve the best outcomes. The school does this by:

- Keeping all staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical information and teacher feedback
- Providing regular training and learning opportunities for staff on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Making use of all class facilities and space
- Using in-class interventions and support effectively to ensure that the curriculum is differentiated where necessary
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision. Parents will be made aware of any circumstances in which changes have been made.
- Setting annual outcomes that motivate pupils to do their best, and celebrating achievements at all levels.

Inclusion of pupils with SEN

The SENCo oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

We aim to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical) by:

- Providing a balanced curriculum for all pupils both in and outside of the classroom, including play and interaction at mealtimes and playtimes, and extending to additional activities before or after school, school day trips and residential visits
- Practising teaching methods that suit the needs of individual pupils
- Promoting an inclusive culture throughout our school and encouraging social responsibility and understanding amongst all our pupils

The school has access to the following specialist programmes which aid inclusion:

- Opportunities for pupils to participate in learning activities in a special school setting
- Opportunities for pupils to participate in physical activities in a special school setting, e.g. wheelchair football, swimming
- Opportunities for pupils from a special school setting to participate in learning activities at Little Reddings

Evaluating the success of provision

SEN provision at Little Reddings is evaluated against the stated objectives on this policy. Staff, parents/carers and children are all involved in the evaluation process.

Evaluation is ongoing which means that the SEN provision is always the subject of continuous assessment and review. The SENCo regularly reports to the Little Reddings Governing Body.

Example Evidence for Objective 1: *Identifying the needs of children with SEN as early as possible.*

- Class teachers will carry out observations of children causing concern and complete a Little Reddings First Steps document if necessary
- Termly analysis of progress by the teachers, Phase leaders, Assistant Head teachers and the SENCo team clearly identifies pupils' strengths and weaknesses and forms the basis of provision for the following term.
- The SENCo will produce a breakdown of termly progress plus support provided for all children on the SEN Code of Practice which is shared with relevant staff. This ensures children are receiving the appropriate level of SEN support in school.
- Referrals to outside agencies as needed.
- Use of standardised testing.
- Use of baseline assessments.
- Training of staff at SEN Insets

Example Evidence for Objective 2: *Monitor the progress of all pupils.*

- Discussions at review meetings using updated Little Reddings forms.
- Termly detailed analysis of the progress of all identified children with SEN. This analysis is shared and discussed with staff. This analysis is cumulative and ongoing.
- All staff who run SEN interventions keep detailed annotated plans
- Completion of the Little Reddings 'SEN Profiles'.
- Work as part of Pastoral team.

Example Evidence for Objective 3: *Work with parents/carers*

- Parents/carers of children with additional needs have access to SEN information on the school website.

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from parents/carers throughout the year, through:

- invitation to review meetings
- drop in sessions
- informal conversations, including telephone conversations
- drop in meetings
- Parent's evenings
- collection of parent views
- sharing targets, assessments and provision
- home visits where appropriate

Example Evidence for Objective 4: *Support from outside agencies*

- Referrals made by SENCo following consultation with parents/carers
- Use of standardised assessment to assess need and provision
- Recommendations/programmes followed and included on Support Plans
- Reasonable adjustments made across school
- Multi-agency meetings
- Relevant training for specific staff and children arranged by SENCo

Example Evidence for Objective 5: *Create a school environment where pupils feel safe to voice their opinions of their own needs:*

- Monitoring before review meetings
- Child present and encouraged to actively participate during review meetings
- Completion of Little Reddings 'One Page Profiles'

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCo attends relevant SEN courses and facilitates/signposts relevant SEN focused external training opportunities for all staff.

Links to support services, other agencies and voluntary organisations

The school continues to build 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 and successful SEN provision within our school.

The following services will be involved as and when is necessary:

- Access to Education:
 - Educational Psychology Service
 - Pupil and School Support
 - Chessbrook Educational Support Centre
 - Behaviour Support from Highwood Support Base and Colnbrook School
- Speech and Language Therapy Services
- Health Services
 - School nurse
 - Health Visitors
- Social Services
- Family Support Workers

Working in partnerships with parents

Little Reddings has always believed that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic outcomes are set and met effectively

The importance of parental involvement is highlighted in the principles underpinning the Special Educational Needs and Disability Code of Practice 2014, which **must** have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

The school welcomes feedback from parents all year round and parents can make a confidential appointment to speak to any member of staff including the Head teacher, Assistant Head Teachers or SENCo through the year for any reason.

Parents will be kept up to date with their child's progress through parent's evenings, information conversations and at SEN review meetings. Parents will always be able to speak to school staff privately about confidential issues.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs this will always be discussed with the parents and the pupil (if appropriate). Inclusion on the school's SEN register and future provision will be agreed together.

Parents will be invited to attend any meetings with external agencies regarding their child and will be encouraged to play a central part in discussions that are held regarding the provision for their child.

Links with other schools

Our school is a member of the Bushey St James Trust. Members of the Leadership team have regular meetings to keep up to date with new legislation.

Upon admitting new children with known SEN the SENCo will contact the previous school to collect information and request paperwork to be transferred and arrange a meeting with the parents.

If a child with SEN transfers to another primary school the SENCo will contact the SENCo at the receiving school to share information to aid a smooth transition.

Upon allocation of Secondary Schools for children with SEN the SENCo will arrange a formal meeting to share information and hand over documents. This is an ideal meeting for parents to attend to be able to develop relationships with new staff.

Complaints Regarding SEND Provision

Parents/carers are encouraged to come into the school to talk about any aspect of their child's education. Should it become necessary to make a complaint regarding SEND provision, initial contact should be made with the child's class teacher or the SENCo and then the Health Teacher. If parents/carers are still not satisfied, they may wish to make a formal complaint following the policy.

Reviewing the SEND Policy

This policy will be reviewed annually and contributed to by all stakeholders.