



# **Eastfield Primary School**

## **Special Educational Needs Policy**

Updated: Reviewed February 2020

Review Date: January 2021

SEND Co-ordinator: Sarah Weston

SEND Governor: TBC

## **Mission Statement**

At Hull Collaborative Academy Trust (HCAT) we are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our children whatever their needs or abilities. We work in close partnership with parents and the wider community to nurture and support all our children to become healthy, independent, successful and caring citizens in a multicultural and fast-changing world.

We seek to ensure that children with SEND are fully included in all aspects of school life. We believe that children with SEND and their parents/carers should be at the heart of planning and decision making.

Our community is a place of safety where firm boundaries guide and support; where care and respect build self-esteem and self belief; and where high expectations create a gateway to lifelong learning, soaring aspirations and brighter futures.

This policy follows The Code of Practice 2014 which provides statutory guidance on duties, policies and procedures relating to part 3 of the Children and Families Act 2014 and associated regulations:-

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Order setting out transitional arrangements

This policy should be read in conjunction with the **School's SEN Information Report**.

### **Definition of Special Educational Needs (SEND Code of Practice 2014):**

A child or young person has SEND if they 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:

**has a significantly greater difficulty in learning than the majority of others of the same age**

***or***

**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.**

## **Principles**

The principles of the Code of Practice 2014 are designed to support:

**the participation of children, their parents and young people in decision-making.**

**the early identification of children and young people's needs and early intervention to support them.**

**to ensure greater choice and control for young people and parents over support.**

**collaboration between education, health and social care services to provide support.**

**high quality provision to meet the needs of children and young people with SEN.**

**a focus on inclusive practice and removing barriers to learning.**

**successful preparation for adulthood, including independent living and employment.**

## **Policy Objectives**

The purpose of this policy is to ensure all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with Special Educational Needs and Disabilities.

In order to meet the special needs of our children and to work within the guidance of the SEND Code of Practice (2014) we **must**:

*Identify those children who have special needs as soon as possible.*

*Provide appropriate intervention at a suitable level when a child is identified.*

*Use a variety of teaching styles and cater for different learning styles to allow all children to access the curriculum.*

*Provide a learning environment and resources that supports individual, academic and developmental needs.*

*Promote positive relationships between all children and staff.*

*Ensure that all children have the greatest possible access to the broad balanced curriculum.*

*Work with outside agencies who provide specialist support and teaching for children with SEND.*

*Work in partnership and encourage high levels of engagement with parents/carers*

*Provide a SENDCO who will work with and oversee the implementation of the SEND policy and ensure continuing training for all staff*

## **Policy Aims**

To provide all children with an education that enables them to make progress so that they:

*Achieve their best.*

*Have high aspiration and expectations.*

*Become confident individuals living fulfilling lives, and*

*Make a successful transition into adulthood.*

## **Roles and responsibilities/Co-ordination of provision**

### **The SENDCO**

The SENDCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual children with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEN and disability receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure children and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

- Ensure the school keeps the records of all children with SEN up to date

### **The SEN governor**

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school

### **The headteacher**

The headteacher will:

- Work with the SENDCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **Class teachers**

Each class teacher is responsible for:

- The progress and development of every child in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each child's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

***“Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff.***

***High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.”***

(from Code of Practice 2014)

## **Special Educational Needs for Which Provision is Made**

HCAT schools currently support children who have a range of special educational needs (SEN). The Code of Practice 2014 describes four broad areas of SEN.

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD)

2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

For further information on how the school meets the needs of these children please refer to the schools' **SEN Information Report**

### **Identification of children with SEND and assessing their needs**

We will assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all children and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a child is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents. We will also consider how we can best support children who have a "significantly greater difficulty in learning than the majority of others of the same age." We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **Consulting and involving children and parents**

We will have an early discussion with the child and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a child will receive SEN support and a support plan and/or provision map will be created and shared.

For further details of the consultation process refer to the **SEN Information Report**

### **Assessing and reviewing children' progress towards outcomes**

Where a child is identified as having SEND, school should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle- known as the Graduated Response;

**Assess**

**Plan**

**Do**

**Review**

This is an ongoing process and not limited to more formal SEN reviews which are carried out termly

The class teacher will work with the SENDCO to carry out a clear analysis of the child's needs. This will draw on:

- The teacher's assessment and experience of the child
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The child's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. Ways in which children are assessed are outlined in the school's **SEN Information Report**

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child's progress.

### **The approach to teaching children with SEN**

Teachers are responsible and accountable for the progress and development of *all* the children in their class. The approach to teaching children with special educational needs varies, dependent upon the need of the particular child. High quality teaching is our first step in responding to children who have SEN. This will be differentiated for individual children.

- a) Some of the interventions that are used within HCAT Schools are:

- (i) In class support, where the teacher or teaching assistant may support one or more children to understand the content of the lesson.
  - (ii) Small group withdrawal, where a member of staff may deliver a short term literacy, numeracy or other intervention to a small group of children.
  - (iii) One to one withdrawal, where there may be a targeted support in their area of need.
  - (iv) Particularly vulnerable children take part in a nurture group for a percentage of time, possibly through withdrawal and or more adhoc support during break and lunchtimes
- b) For some children, it may be necessary to provide supervision during unstructured times.
- c) A variety of sports activities are held throughout the school year and children with special educational needs are encouraged to participate. Children are also actively encouraged to participate fully in all school activities, for example school productions and school clubs.
- d) Additional support is provided for children requiring emotional and social development in the form of social skills groups, friendship groups and nurture groups

See the School's **SEND Information Report** for further Details

### **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all children's needs are met:

- Differentiating our curriculum to ensure all children are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adhering to the School's Accessibility plan
- Needs for equipment and facilities will be assessed for each child individually; this may include using appropriate agencies such as IPASS, who can provide specialist equipment for physical, visual and hearing needs

### **Expertise and training of staff in relation to children and young people with special educational needs**

- The code of practice explains that where a newly appointed SENCO has not previously been the SENCO at that school, or any other relevant school, for a total period of more than 12 months, he or she must achieve the National Award for Special Educational Needs (SEN) Co-ordination within three years of appointment.



- Ongoing policy of CPD for all staff including teachers, teaching assistants and ancillary staff on special educational needs.
- Staff will seek training from outside support agencies when necessary including outreach and transitional support (see local offer for list of external agencies).
- Staff will also attend training courses provided by the local authority.

### **Arrangements for consulting parents of children with special educational needs about the education of their child.**

Parents/carers are involved at each stage of the “Assess, Plan, Do and Review” process. Parents/carers are invited to discuss with the SENDCo and/or class teacher the needs of their child in the first instant. This allows for parents to share knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how the child’s needs can be met. Therefore parents/carers have an active role in the planning and decision making regarding their child’s provision.

Subsequent to this, parents/carers will be kept informed of progress and outcomes as a result of the aforementioned actions in a number of ways:-

- a) Liaison with the class teacher
- b) Parent Consultation days/evenings/events when advice and support in helping their child at home can also be given.
- c) Formal reviews of child’s progress

### **Arrangements for consulting young people with special educational needs about their education.**

a) The child/young person is involved (as is appropriate) at every stage of the assess, plan, do review process:-

- (i) At the initial assessing and planning stage in order to support a person-centred approach, the child/young person’s wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support.
- (ii) Where the child/young person may be unable to verbally communicate or provide a written input, observations of the child/young person may be made in order to gather information regarding their likes, interests, dislikes and difficulties.
- (iii) The thoughts and opinions of parents/carers, and those who know them best, may also be sought.
- (iv) Any documentation used as part of the agreed provision (for example, Individual Education Plans or similar) will have a ‘child friendly’ section which is shared with the child/young person so that they are able to understand all aspects of their support.

b) The child/young person is able to discuss any aspect of their provision in a number of ways:-

- (i) Informally with their class teacher on a regular basis.
- (ii) Where appropriate, the child/young person will attend a more formal meeting to review their progress and provision.

During these discussions/meetings a ‘person centred approach’ allows for professionals and parents/carers and the child/young person to contribute towards reviewing the effectiveness of provision. Following this, decisions can be made regarding next steps.

**Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of children with special educational needs concerning provision made at the school.**

Complaints about SEND provision within the school are first dealt with by the SENDCo during arranged meetings.

Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Headteacher during which further information can be exchanged and procedures altered as appropriate.

If a satisfactory conclusion still cannot be reached then the Governing body must become involved.

**How the school involves other bodies in meeting the needs of children with special education needs.**

Where a school has concerns where a child may require additional or external support to meet their special educational needs, then a request can be made to the local authority service provider and / or other professional support service, or voluntary organisation. These may include:

- Educational psychologists
- Speech and Language Support Agency
- IPaSS – Integrated Physical and Sensory Service (Visual/Hearing/Physical)
- Social Care Team
- Children’s Centres
- CAHMS for Mental Health Needs
- Rowan Centre – Home Education Support
- Kids – Parent Partnership
- School Nursing Team
- Whitehouse Unit (Behavioural Support outreach service)
- Sibling Support Services – Barnado’s
- Traveller Education Team
- Northcott Outreach Service
- Tweendykes Outreach Service
- Police

**Links to all of these can be found in the Hull and/or East Riding Authority Local offer.**

Advice may be sought from one or several providers, when considering the initiation of a statutory assessment. Details of this may be found in the DFE SEN Code of Practice.

A Statutory Assessment is only usually required or conducted for children with complex or severe learning needs. This may include needs in:

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical

Throughout this process the local authority has a duty to request the opinions of parents, the school and other involved professionals.

Following a Statutory Assessment, the local authority will make a decision whether an Education Health and Care Plan is considered appropriate for the child.

### **Arrangements for supporting children with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

All children with special educational needs will require support and planning when they transfer between key stages from 0-25.

For example:

Preschool – Nursery – Foundation – KS1 – KS2 – KS3 – KS4 – KS5 – Higher Education/College – Independent Living

Where a child has a Statement of Special Educational Need or an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to transition to Secondary School. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 or Year 9 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools or colleges at the next key stage to help an informed choice to be made. The SEN team will administer the process following any request by the parent.

Transition packages need to be planned carefully for children with special educational needs and many education providers now offer additional visit time, weekend schools and / or transition meetings to support all new children. Other consideration could also be given to the use of social stories, transition activities / programmes and / or communication passports. All of these can help to support children and prevent vulnerability during their transition. Early admittance policies are also being used by some secondary providers to help children to settle earlier into new routines.

All children with a Statement of Special Educational Need / Education Health Care Plan, must have their secondary transfer placement confirmed by 15<sup>th</sup> February in Year 6.

Dependent upon the schools setting, they may wish to elaborate on the specific arrangements that they have in place to support children with SEN through the transitions they are involved with.

### **Information on where the local authority's offer is published.**

[www.hullcc.gov.uk](http://www.hullcc.gov.uk)

[www.eastriding.gov.uk](http://www.eastriding.gov.uk)