

Hade Edge J&I School
Special Educational Needs and Disability Policy
2018 19
(Revised September 2018)

Introduction

This policy has been written in line with the Revised Code of Practice (DFEE Nov 2001) and Kirklees LA guidelines 2010.

This policy is intended to reflect the practice and aspirations of the whole school and reinforce its commitment to supporting pupils who have special educational needs and disabilities. It is designed to be a working reference document as well as a statement of intent. It is accessible to all members of the school community.

It is the belief at Hade Edge School that all pupils deserve the best education we are able to provide. We value the abilities and achievements of all our pupils and are committed to providing, for each pupil, the best possible environment for learning. This document is a statement of principles, aims, procedures and strategies for the purpose of addressing the special educational needs of children in our school.

Aims of the Special Educational Needs (SEND) Policy

- To ensure that all pupils have access to a broad and balanced curriculum
- To ensure pupils receive a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To ensure that parents of pupils with SEND are kept fully informed of their child's progress and attainment
- To ensure that pupils with SEND are involved, where practicable, in decisions affecting their future SEND provision

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy we believe we are enabling all pupils to achieve their full potential.

Admissions arrangements

All children are admitted to the school in accordance with the policy of Kirklees LA. This policy matches the LA inclusive approach to pupils with Statements of special educational need, which offers places within the local, neighbourhood mainstream school.

Partnership with Parents

The school has due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs. Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools LAs and others. This is important in enabling children and young people with SEND to achieve their potential.

We value our links with parents and we:

- Inform parents when we first identify that their child has SEND
- Involve parents in the school based response for their child
- Welcome and encourage parental involvement and participation
- Explain the purpose of any intervention or programme of action
- Acknowledge and draw upon parental knowledge and expertise in relation to their child
- Focus on pupils' strengths as well as areas of additional need
- Recognise parents' concerns, their feelings and worries
- Ensure that parents understand procedures
- School makes available to parents of pupils with SEND , details of the Parent Partnership Service available through the LA

Other Partnerships

- Appropriate use is made of the specialist services provided by the LA, including psychologists, the services for hearing impairment and visual impairment, speech therapists, physiotherapists, Pupil Referral Unit, medical officers, and so forth
- Our Senco attends the termly Senconet meetings organised by the LA
- A detailed discussion with the parents of pupils with a Statement of SEND and with other professionals, including the SEND coordinator of the admission area High School will take place at a review meeting in Year 5 to consider the options for Secondary education
- The transitional review meeting will take place before admission to High School involving thoughtful discussion with the parents of pupils and other professionals involved at School Action Plus level. For children with a Statement of SEND this meeting will then recommend transfer to the most appropriate school

In addition, important links are in place with the following organisations:

- Friends of the School/PTA
- Playgroups and other Nurseries
- High Schools re transition, master classes, etc
- Local sports clubs
- Kirklees Music Service
- Local Musical Groups

Pupil Participation

Pupils who are capable of forming views have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.

(See Articles 12 and 13 ,United Nations Covenant on The Rights of the Child)

We endeavour to involve pupils in decision making where possible, and help pupils understand the agreed outcomes of any intervention, and how they can be partners working towards goals. Pupils who play an active part in assessment and in developing and monitoring agreed targets will also have greater self esteem and feel confident.

Pupils are encouraged to support their peers, either informally or through arranged support activities.

Depending on age and appropriateness, SEND pupils are also encouraged to participate in IEP /Statement review meetings, when pupil views are collected prior to the meeting.

Inclusion

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body ensure that appropriate provision is being made for all pupils including those with SEND.

However, if it is found that we are unable to meet the additional needs of a pupil, we will work with the parents, LA and other outside agencies to ensure that the pupil has a managed transfer to an educational establishment that does have specific provision to meet the specific additional need.

Definition of Special Educational Needs and Disabilities (SEND)

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- A.have a significantly greater difficulty in learning than the majority of children of the same age
- B.have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the same area of the educational authority
- C.are under compulsory school age and fall within the definition at A or B above , or would do so if educational provision was not made for them

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means provision that is additional to, or otherwise different from , the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

Fundamental Principles:

- A pupil with special educational needs should have their needs met
- These needs will normally be met in mainstream schools or settings
- The views of the child should be sought and taken into account
- Parents have a vital role to play in supporting their child's education
- Pupils with special educational needs should be offered full access to a broad, balanced and relevant education, including the National Curriculum
- Liaison with specialist provision/ schools , as appropriate

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. All teachers are teachers of pupils with special educational needs.

All teaching and non - teaching staff are involved in the development of the school's SEND policy and are fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.

The Role of the Class Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils
- Collaborating with the Senco to collect all available information on the pupil
- In collaboration with the Senco, develop IEPs and Interventions for SEND pupils. The extent of the Senco's involvement is at the discretion of the school.
- Working with SEND pupils on a daily basis to deliver the individual programme set out in the IEP/Intervention Log or on the Provision Map
- Developing constructive relationships with parents
- Being involved in the development of the school's SEND policy

Role of the Senco

The Senco, working closely with the headteacher, senior management and fellow teachers, is closely involved in the strategic development of the SEND policy and provision. The Senco has responsibility for day to day operation of the school's SEND policy and for coordinating provision for pupils with SEND. (Our Senco, Mrs Kelly, is part of the SLT.)

(Ref :Special Educational Needs Code of Practice November 2001, 1:39)

Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEN
- Liaising with and giving advice for fellow teachers
- Working with Educational Teaching Assistants
- Overseeing pupils' records
- Liaising with the parents
- Making a contribution to INSET
- Liaising with external agencies, and LA support services.

Role of the Headteacher

The headteacher, Mr Jeff Kilner, is responsible for the day to day management of all aspects of the school's work, including provision for children with SEND. The headteacher will keep the governing body fully informed and also work closely with the school's senco, Mrs Kelly.

The head teacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the governing body well informed about SEND within the school
- Working closely with the Senco
- Informing parents of the fact that SEND provision has been made for their child
- Ensuring that the school has clear and flexible strategies

The Role of the Governing Body:

The governing body, in co-operation with the headteacher, determines the school's policy and approach to provision for children with SEND, establishing the appropriate staffing and funding arrangements and maintaining a general oversight of the school's work.

The governing body appoint a named, designated governor for SEND to take a particular interest in and monitor the school's work on behalf of children with SEND.

The governing body report to parents annually on the school's policy on SEND. The governor with special responsibility is Mr David Craggs.

The governing body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for SEND pupils
- Ensuring that a 'responsible person' is identified to inform about the Statement all those involved with teaching and supporting Statemented pupils
- Ensuring that SEND pupils are fully integrated in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEND Policy
- Reporting to parents on the school's SEND Policy including allocation of resources from the school's devolved/delegated budget
- Appointment of a Governor responsible for SEND provision. The appointed Governor meets with the SENCO twice yearly to monitor SEND provision
- Monitor SEND provision through Governor visits

Identification

Early identification, assessment and provision for SEND is vital.

A pupil's difficulties, which could be academic, physical, social or emotional, may be noted from:

- National curriculum levels at key Stage 1
- Teacher information and reports from the pupil's previous school
- Screening with standardised tests
- Concern expressed by the class teacher

- Concern expressed or information provided by the pupil's parents
- Information provided by health professionals

Difficulties are assessed through;

- Observation
- Appropriate individual screening and testing
- Progress against objectives in the English and Maths schemes of work
- Discussion with all the pupil's teachers
- Initial screening by the school nurse
- Discussion with the pupil's parents
- Discussion with the pupil
- Consideration of the way a pupil tackles the existing differentiated curriculum

Teaching pupils with SEND is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils' abilities, aptitudes and interests.

Request for a Statutory Assessment – moving towards an Education and Health Care Plan (EHCP)

When a child's lack of progress demonstrates a cause for concern a request for a statutory assessment is made to the Local Authority (LA). The LA will require information about the child's progress over time and clear documentation detailing the schools action. Along with the child's and the parents viewpoint. This is a time consuming process which involves gathering a wealth of information from the class teacher, support staff, parents / carers, the child, the educational psychologist and other outside agencies that have had involvement. This process can take several weeks to complete. After the request form has been submitted, A meeting will be held by the LA to decide whether they feel the child requires an Educational Health Care Plan (EHCP). If that is the case an EHCP will be issued for the child, however, this depends on the outcome of the LA, as statutory referrals can be denied. If a child is denied a EHCP then they would continue to be shown as requiring SEN support.

Educational Health Care Plans

All children with Educational and Health Care Plans will continue to have short term targets set out in an IEP. This is still revised termly, however the EHCP which is a legally binding document must be reviewed annually at a meeting called an annual review. This meeting takes place within school, involving the senco, parents / carers, child and educational psychologist. Careful consideration must be given to children who will transfer between year groups and particularly to the next educational phase. The secondary school will be advised of the clear recommendations.

Individual Education Plans

Strategies employed are recorded within an Individual Education Plan (IEP). IEPs include:

- Short term strategies set for or with the pupil
- Teaching strategies to be used
- Provision to be put in place
- When the plan is to be reviewed
- Success/exit criteria

- Outcomes – to be recorded when the IEP is reviewed

An IEP is drawn up, in consultation with teachers, Senco, parents, outside specialists, and where appropriate the pupils.

The IEP should only record that which is additional to or different from the differentiated curriculum plan, which is in place for the provision of all pupils.

The IEP should be succinct and focus on 3 or 4 individual targets. These should be chosen to match the pupil's needs from the key areas of:

- Communication
- Literacy
- Mathematics
- Behaviour and Social Skills

IEP reviews can be called at any time, as required, but should be held regularly, ideally every term but at least twice a year. The IEP should be discussed with the pupil and the parents. The Senco is available to support target setting and attend reviews.

The class teacher must refer to the IEP when planning class activities and differentiating for the pupil's needs.

All documents and records are kept, along with the ongoing shared Diary of Intervention for SEN pupils -to which all staff are encouraged to contribute.

The following information is required for referral:

- Individual Achievement Record –eg Form 2 New Approaches
- Current IEP and 2 consecutive reviewed IEPs (or evidence from Provision mapping and Interventions reviews)
- Parents' views
- Pupils' views

Additional Information

Learning

- Examples of unaided written work
- Progress chart
- Details of baseline Assessment or NC levels before and after School Action Intervention.
- For pupils over 7 years,P Levels/ Reading and Spelling test results

Behaviour

- Behaviour Log

Statement of Special Educational Need

The school request a Statutory Assessment from the LA when, despite an individualised Programme of sustained intervention within School Action Plus, the child remains a significant cause for concern, over a reasonable period of time (eg 2 terms). A Statutory Assessment might

also be requested by a parent or outside agency. The school will state the reasons for making the request and submit the following evidence:

- The action followed with respect to School Action and School Action Plus
- The pupil's IEPs
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- N.C. levels
- Literacy/Numeracy attainments
- Behaviour logs
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

A Statement of Special Educational Need is normally provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to a Statement.

A Statement includes details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Statement
- Of shorter term
- Established through parental/pupil consultation
- Set out in an IEP
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

Reviews of Statements

Statements must be reviewed annually. The LA informs the head teacher at the beginning of each school term of the pupils requiring reviews. The Senco (acting for the headteacher) organises these reviews and invites:

- The child's parent
- The child if appropriate
- The relevant teacher
- The headteacher
- The representative of the LA
- Any other person the LA considers appropriate
- Any other person the head teacher considers appropriate

The aims of the review are to:

- Assess the pupil's progress in relation to the IEP targets
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills

- Consider the appropriateness of the existing Statement in relation to the pupil's performance during the year and whether to cease, continue, or amend it
- Set new targets for the coming year

Year 5 reviews indicate the provision required in Secondary school. At Year 5 and 6 reviews the Senco of the Secondary school is invited to attend. This enables the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with Secondary colleagues.

With due regard for the time limits set out in the Code, the head teacher or Senco writes a report of the annual review meeting and sends it, with any support documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend or cease a Statement of SEN.

Nature of Intervention

The Senco in collaboration with the class teacher decides the action required to help the pupil progress. Based on the results of previous assessments the actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/special equipment such as published schemes of intervention or 'catch up' programmes
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LA support services for advice on strategies, equipment or staff training

The IEP/Group Education Plan records only that which is different from or additional to the normal differentiated curriculum and concentrates on three or four individual targets that closely match the pupil's needs. The IEP is discussed with the pupil and the parent.

Provision Mapping

The provision for children with SEN is set out in a provision map detailing the support that is provided in different areas of education. This provides the school with an overview of all the provision and highlights any areas of need, the intervention groups and activities. Parents are invited to discuss their child's progress in relation to SEN termly and their views are taken into consideration.

Training and Resources

SEN INSET

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEN pupils. Part of the Senco's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEN pupils. As a routine part of staff development, INSET requirements in SEN are assessed. The Governing Body undertake a similar review of training needs. ETA's requirements in supporting pupils' needs are reviewed frequently. The School's INSET needs are to be included in the School Development Plan.

Allocation of Resources

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it and in meeting the objectives set out in this policy. Development of SEN resources is continuous and ongoing..

SEN Policy Review

Evaluating the Success of the SEN Policy

The Governing Body is reported to twice annually on the success of the policy. In evaluating the success of the procedures outlined in this policy, the school considers the views of:

- Teachers
- Parents
- Pupils
- External professionals

We set targets matched to a set of specified aims to provide indicators against which progress can be measured. Pupil progress provides evidence for the success of the SEN policy and this is analysed carefully through:

- Consideration of each pupil's success in meeting IEP targets
- Use of standardised tests
- Evidence generated from IEP review meetings
- Tracking systems

The school considers the SEN Policy document to be important and in conjunction with the governing body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

This policy will be reviewed on an annual basis.