

# **Policy for SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND)**

## **Helmingham Community Primary School**

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**Date of next review:**

# **Helmingham Community Primary School Policy for Special Educational Needs and/or Disability (SEND).**

## **Introduction:**

In September 2014 the Government introduced a new Special Educational Needs and Disabilities (SEND) Code of Practice 0-25. The Code of Practice provides guidance on the statutory duties, policies and procedures relating to Part 3 of the Children and Families and associated regulations. This policy complies with the statutory requirements laid out in the code.

Helmingham Community Primary School has a named SENCO (Mrs B Cleland who has completed the National Award for SEN) and a named governor for SEND (Mrs J Hinchcliffe). It is their role to:

- monitor the delivery of this policy
- ensure that the policy is up to date and reflects the policy and procedures of the government and the Local Authority

All staff will work closely with parents/carers and the children to support those with SEND to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further education or higher education or training

(Ref: SEND Code of Practice 2014)

## **Transferring from a Statement of Special Educational Needs to an Education, Health and Care Plan**

All Statements of Special Educational Needs will transfer to Education, Health and Care Plans (EHCPs) by April 2018, at the latest. Suffolk Local Authority is working in partnership with children, young people, families and all education providers to phase the roll out of EHCPs.

During the first 3 academic years of the roll out, September 2014/2015, September 2015/2016 and September 2016/2017 the following year groups at Helmingham Community Primary School will have their Statements of Special Educational Needs transferred to EHCPs:

### **From September 2014:**

- early years settings to school

### **In addition from September 2015:**

- all children in year 2
- all children in year 5
- all children transferring from mainstream to special school and vice versa

If your child has a Statement of Special Educational Needs, we will work with you and the LA to support you through the process. All the provisions detailed in your child's Statement of SEN will be maintained until your child's needs are met through their new Education, Health and Care Plan.

Full details of Suffolk's Transfer Plan are available on the school's website.  
([www.helmingham.suffolk.sch.uk](http://www.helmingham.suffolk.sch.uk))

(Suffolk Transfer Plans -[www.access-unlimited.co.uk/send-reforms/resources/education-health-and-care-plans/suffolk-county-council-s-transfer-plan](http://www.access-unlimited.co.uk/send-reforms/resources/education-health-and-care-plans/suffolk-county-council-s-transfer-plan))

### **What are special educational needs?**

The Code of Practice (2014) sets out four broad categories of need:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision; provision which is different from or additional to that normally available to children of the same age.

This SEND policy details how Helmingham Community Primary will use its best endeavours to ensure that the necessary provision is made for any child who has special educational needs. The school will work closely with parents/carers, providing them with as much information, advice and guidance as possible so that they too can play a role in supporting their son/daughter. The leadership team will ensure that all teachers are able to identify and provide for children with special educational needs and that all children are enabled to join in the curriculum and all school activities together with children who do not have special educational needs.

### **Aims and objectives:**

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside children who do not have SEN
- to set out the four stage graduated response to SEN Support (assess, plan, do, review)
- to collaborate with parents/carers and children's to gather their views
- to maintain high levels of confidence and partnership with parents, families and other agencies
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet a variety of special educational needs through continual professional development
- to ensure support for children with medical conditions are in place and enable participation in all school activities
- to identify the roles and responsibilities of all staff in providing for children's special educational needs

- through reasonable adjustments, to enable all children to have full access to the school curriculum
- to work in partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

### **Equal Opportunities and Inclusion:**

Through all subjects we ensure that the school meets the needs of all children, taking account of gender, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that we meet the diverse needs of children to ensure inclusion for all and those children are prepared for full participation in a multi-ethnic society.

### **Through appropriate curricular provision, we respect the fact that children:**

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

### **Teachers respond to children's needs by:**

- providing support for children who need help with communication, language and literacy and mathematics
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, including physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and take part in learning

### **The Role of the SENCO:**

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with and advising teachers
- embedding a graduated approach to SEN Support: Assess, Plan, Do, Review
- overseeing the records of all children with SEN
- liaising with parents of children with SEN
- contributing to the in-service training of staff
- liaising with high schools so that support is provided for Year 6 children as they prepare to transfer
- liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
- co-ordinating and developing school based strategies to remove barriers to learning
- making regular visits to classrooms to monitor the progress of children on the SEND register

### **Partnership with parents/carers:**

- Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents/carers have important information and experience that contributes to the

shared view of a child's needs. All parents/carers of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

- Children and young people with special educational needs often have a unique knowledge of their own needs and views about the support help they would like. Children will be encouraged to contribute to the assessment of their needs, the planning of interventions and the review, as well as any transition process.
- Suffolk's Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) is available to provide impartial support and advice for parents/carers (Tel: 01473 265210 email: parent.partnership@suffolk.gov.uk)

### **SEN Support: A Graduated Response: Assess, Plan, Do, Review.**

All teachers are teachers of children with special educational needs. Provision for children with special educational needs is a matter for the whole school. The governing body, the headteacher, the SENCO and all members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities to ensure that the needs of each child are met. If a child is not making adequate progress the school may consider a more detailed assessment of the child's needs and provision that specifically supports those needs. Adequate progress can be identified as that which:

- prevents the attainment gap between the child and his peers from widening
- closes the attainment gap between the child and his peers
- better the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour

The school will take action to remove barriers to learning and put effective provision in place. The SEND Code of Practice (2014) sets out a graduated response to SEN support: **Assess, Plan, Do, Review**. This cycle draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles.

#### **Assess:**

The school assesses each child's current levels of attainment on entry in order to ensure that they build on patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need this information should have been transferred from other partners in the Early Years setting.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of a child's performance in different subjects to establish whether the problems are due to limitations in their command of English or are due to special educational needs.

If a teacher thinks a child may have a special educational need, the class teachers will discuss this with the parents/carers. After this discussion the class teacher will work with the SENCO to carry out an analysis of the child's needs drawing on:

- the views of parents/carers
- the views of the child
- the teacher's assessment and experience of the child

- information about the child's progress and attainment

The class teacher and SENCO will use this information to:

- identify learning difficulties
- provide starting points for the development of an appropriate curriculum
- identify and focus attention on action to support the child within the class
- identify targeted interventions

Following assessment, if it is decided to provide SEN support, then parents/carers **will** be formally informed. If SEN support is provided the name of the child will be added to the school's SEN Register. A child may be added to the SEN register if he/she:

- makes little or no progress, even when teaching approaches are targeted on the child's identified area of need
- has difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not improved by the behaviour management strategies usually employed in the school
- has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment
- has communication and/or interaction difficulties that impact significantly on attainment and progress

**Plan:**

Parents **will** work alongside the school to identify any specific adjustments, interventions or support that is put in place. The expected impact on progress or behaviour of additional adjustments, interventions and/or support will be discussed with parents/ carers and a date for a termly review will be set. Where possible, or appropriate, the school will seek parental/carer involvement to reinforce or contribute to learning at home in order to further support progress.

Details of any additional support will be recorded in the child's Individual Education Plan (IEP).

**Do:**

The class teacher will remain responsible for working with the child on a daily basis. The class teacher, after discussion with the SENCO and parents/carers, will provide interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCO, parents/carers and young person each term.

Additional support may include:

- different learning materials or specialist equipment
- some group or individual support, which may involve small groups of children being withdrawn to work with the SENCO; or, with TA support or other interventions such as Toe by Toe, Number Box, Beat Dyslexia

In addition, resources will be allocated to:

- extra adult time to devise/plan the intervention
- to monitor impact made by the intervention
- staff development and training, as required

### **Individual Education Plan:**

Strategies employed to enable the child to progress will be recorded in a child's individual education plan which will include information about:

- short term targets set for the child (one term)
- teaching strategies to support target achievement
- provision to support target achievement
- suggestions for the parents/carers to support their child at home
- who is responsible
- date of review and review form

Parents/carers will be involved with the support provided for their child. Time will be allocated for termly reviews, where the impact of the support will be discussed.

The SENCO will support further assessment of the child, where necessary, assisting in planning for their future needs in discussion with colleagues, parents/carers and the child.

### **The use of outside agencies:**

The school **will** gain written parental/ carer permission prior to contact with any professionals outside of the school setting about their child. Parents/carers **will** be informed in writing if an external agency is to be involved with their child.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets and strategies for supporting the child's progress will be agreed. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions will be recorded in the IEP, monitoring the progress of the child and the impact of the interventions continues to be the responsibility of the class teacher.

### **Outside agencies may become involved if the child:**

- continues to make little or no progress in specific areas over a long period
- continues to work substantially below the national curriculum expectations for children of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which regularly and substantially interfere with the child's learning or that of the class group
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- has an ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- despite having received intervention, the child continues to fall behind the level of his/her peers

### **Review:**

The effectiveness of adjustments, support and interventions will be reviewed termly with the child, parents, teacher and SENCo. The support provided will be revised in the light of progress made. New targets and provision to support target achievement will also be agreed at the review meeting. If the child has made sufficient progress and everyone at the meeting agrees that additional provision is no longer required then the child's name will be removed from the SEN Register.

If the child has a Statement of Special Educational Needs or an Education, Health and Care Plan their progress will be reviewed termly. In addition, the school will co-operate with the Local Authority to ensure that the Statement/Plan is reviewed every twelve months as set out in the SEND Code of Practice (2014).

If, despite having taken action to effectively identify, assess and meet the needs of a child with SEN, progress has not been made then the school or parents/carers may consider referring the child to the Local Authority for an Education, Health and Care Needs Assessment.

### **Requesting an Education, Health and Care Needs Assessment.**

A request will be made to the LA if the child has demonstrated significant cause for concern; the request can be made by the school or the parents/carers. The school will provide a range of evidence and information to the LA to support the request.

The evidence might include:

- assessment outcomes including: school assessments, advisory teacher reports, educational psychologist reports
- previous individual education plans and targets for the child
- records of reviews
- any relevant health information
- any relevant social care information
- details of any other services involved with the child
- national curriculum assessment outcomes
- views of the parents/carers
- a one page profile of the child

The parents of any child who is referred for an Education, Health and Care Needs Assessment will be kept fully informed of the progress of the referral.

### **Accessibility**

The Disability Discrimination Act, 2001, placed a duty on all schools to increase their accessibility for disabled children. An access audit, completed by SEN governor and parent informs Helmingham Community Primary School's accessibility plan and policy which is available at [www.helmingham.suffolk.sch.uk](http://www.helmingham.suffolk.sch.uk).

All children are entitled to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to remove learning barriers and to meet children's special educational needs.

- lessons have clear learning objectives
- staff differentiate work appropriately
- staff use assessments to inform the next stage of learning
- programmes of study are broken down into small steps of learning
- additional adult support



- all children on the special needs register have an individual education plan with individual targets and provision to support their learning

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times when, to maximise learning, we ask the children to work in small groups, or in a one to one situation outside the classroom.

**Allocation of resources:**

The SENCO/Headteacher is responsible for the operational management of the specified and agreed resourcing for special educational needs provision in the school, including the provision for children with statements of special needs and Education, Health and Care Plans and informs the governing body of how the funding is allocated.

**The role of the governing body:**

The governing body challenges the school and its members to secure the necessary provision for any child identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body reviews this policy annually and considers any amendments necessary.

**Admission arrangements for children with SEND:**

Children with special educational needs will be admitted in line with the schools agreed admissions policy.

**SEN information report:**

The school website contains details of our policy for special educational needs, the special educational needs information report, including the arrangements made for children in our school with special educational needs.

The school website ([www.helmingham.suffolk.sch.uk](http://www.helmingham.suffolk.sch.uk)) also has a link to Suffolk County Council's Local Offer.

**Monitoring and evaluation:**

The SENCO monitors the progress of children within the SEN and provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCO and the named governor with responsibility for special educational needs meet regularly. The policy will be reviewed by the Governing Body on an annual basis.

The policy is shared with all staff annually and any feedback will be incorporated into the policy.

The policy is available for parents/carers on the school's website. Parents/carers are invited to provide feedback and suggestions to the policy annually.

**Complaints about SEN provision and practice:**

If parents/carers have a concern about SEND they should contact the headteacher in the first instance, if the issue is not resolved then the governing body should be alerted to the issue either by the headteacher or the parent/carer.

SENDIASS, as previously detailed, can provide advice, information and support to parents/carers.

Parents/carers always have access to the SENCO through the school email address.