

Yorke Mead Primary School
Special Educational Needs and Disability (SEND)
Policy

2017 - 2020



Our School Vision Statement

BRINGING LEARNING to LIFE

We are a school dedicated to creating an environment where children are able to grow into happy, well-rounded individuals with a love of learning through which they can achieve to the best of their abilities.

We want our pupils to enter the wider world as

- o Happy, positive individuals*
- o Responsible citizens who make a positive contribution*
- o Confident, resilient, healthy & life-long learners.*

DARE TO...

D - Determination

A - Ambition

R - Resilience

E – Enjoyment

T - Trust

O - Openness

Children with special education needs and/ or disabilities

Some children in our school have special educational needs and/ or disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

The main points from the 2014 Children and Families Act and its SEN Code of Practice is outlined below:-

No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth to 25 years. School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked each half term. SENS pupils are additionally tracked by the SENCO.

There are four broad categories of SEN:

- o **communication and interaction**
- o **cognition and learning**
- o **social, emotional and mental health**
- o **physical and sensory.**

We work closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents'/carers' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child.

All children benefit from 'Quality First Teaching': this means that teachers are expected to assess, plan and teach all children, regardless of ability, to provide challenge and engagement ensuring appropriate progress in learning. In addition, we implement some focused interventions to target particular skills

We have high expectations of all our children.

Defining SEN

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special Educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.

Taken from 2014 SEN Code of Practice: 0 to 25 Years Introduction XIII and XIV

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents

- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Education, Health and Care Plans

We have experience of working with pupils with SEND, including:

Communication and Interaction

- autistic spectrum disorder
- speech and language disorders

Cognition and Learning

Children with learning needs may learn at a slower pace than other children and may have difficulty developing English or Maths skills or understanding new concepts. Children with specific learning difficulties (SpLD) will have difficulties related to one or more of:

- dyslexia (reading and spelling)
- dyscalculia (Maths)
- dyspraxia (co-ordination)
- dysgraphia (writing)
- moderate learning difficulties, global developmental delay.

Social, Emotional and Mental Health

Children may experience a wide range of social and emotional difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Others may have disorders such as;

- ADHD
- ADD
- attachment disorders
- emotional difficulties
- mental health difficulties
- Post-traumatic stress disorder

Physical and Sensory

- Hearing impaired/ visually impaired or multi-sensory impairment
- A range of medical needs
- Epilepsy, bowel disorders and diabetes
- Appropriate use of an Epipen
- Physical disability

Identifying children with SEN

Children with SEN are identified by one of three assessment routes, all of which are part of the overall approach to monitoring pupil progress:

- All pupils receive Quality First Teaching. The progress of every child is monitored at half termly pupil progress meetings. A child who is identified as not making progress will be discussed with the SENCO, prior to a meeting with the child and parent/carer.
- Class teachers have extensive knowledge of each individual child's learning

Where a child's additional learning needs are identified (under 2014 Code of Practice) using the criteria below:-

- The child's progress in learning is below than that of their peers when starting from the same baseline
- The child's progress does not match or better his/her previous rate of progress
- The attainment gap between the child and their peers is growing.

We take all parental requests and concerns regarding their child's learning seriously. We work with the child and his/her family to plan a course of action to address additional needs. Where the concern is not addressed by Quality First Teaching, a further meeting will be held with the child and his/her parent/carer to put in place targeted support with clear success criteria and time limits.

At this stage the pupil may be put on the school SEN Register. Assessments are used in conjunction with the teacher assessments to clarify the need. Should the school feel that an outside agency may be able to offer advice and support; parents/carers will always be informed and asked for permission in writing. Although the school can identify special educational needs and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability.

Working with Parents and Children

We aim to have positive, open and honest relationships with all parents/carers.

Our assessment and reporting arrangements happen termly and parents/carers will have a clear understanding of how their child's learning is progressing. If a child's progress is causing concern parents will be informed either:

- at termly parents' meetings
- at an agreed 1:1 meeting with the teacher and/or SENCO

Assess, Plan, Do and Review Cycle

Assess:

- A clear analysis of the pupil's needs will be identified from the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- The pupil's development in comparison to their peers and national data will also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services.

Plan:

- Parents/carers, with their child, will meet with the SENCO and the teacher/professionals that may have been involved to decide on the interventions and support to be put in place as well as the expected impact on progress and development. A review date should also be set so that the effectiveness of the intervention can be determined.
- The Plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided.

Do:

- The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENCO will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

Review:

- There will be a review of the Plan where Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- Where a pupil has complex needs involving more than one agency it will depend on the needs of the child and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at the initial meeting.
- This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

Records for children at SENS

(SEN support)

Once a child has been identified as needing SENS the following records are completed:

- An annual on –page plan is used to record the child's strengths and interests; what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and acts as a guide to their class teacher. The information may be updated during the year.
- At termly progress meetings a Learning Plan is produced and/or reviewed. The plan records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1:1 or in a small group) put in place to enable the child to achieve these targets.
- At a termly progress meeting smaller targets, taken directly from the Individual Support Profile, are discussed with children and parents and agreed next steps are recorded towards the longer term targets.
- On class tracking records, the teacher or teaching assistant records a short comment about progress made towards each of the targets.

Moving to an EHCP (Education, Health and Care Plan)

If the child fails to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child has a disability which is life-long and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

Teaching and Learning

We believe that children learn best with the rest of their class. Our aim is for all children to be working independently, in class, with appropriate challenge to their development. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes. We aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best suited to the child. Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher - who monitors progress towards the targets during the intervention - and by the SENCO who monitors overall progress after the intervention.

Interventions are planned and are time limited.

At the end of intervention period, the child's progress towards their targets is assessed and recorded.

A decision is then made about:

- continuation of the intervention
- the introduction of a new intervention
- allowing a period of consolidation in class.

The SENCO monitors interventions to identify 'what works'.

Adaptations to the curriculum teaching and Learning Environment

Yorke Mead Primary School is disability friendly. The school is one level, corridors are wide and we have an easy access toilet. We have found that no additional adaptations to the building are currently necessary for children with physical disabilities. All of our classrooms are inclusion friendly: we aim to teach in a way that will support children with dyslexia, dyspraxia, ASD etc. We view this as good practice to support all children but vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources. All classrooms have 'Soundfield' systems.

Access to extra-curricular activities.

All children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children.

Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

Staff Expertise

All of our teachers are trained to work with children with SEN. All have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or external courses, provision of books or guidance towards useful websites.

One of our TAs has ELKLAN training which helps to support children with communication difficulties. Others have expertise and training in other areas or specific interventions. All TAs work with children with SEN and disabilities.

To supplement staff expertise, the school has access to a range of external experts e.g. Educational Psychologists and Advisory Teachers from teams such as Speech and Language, Communication Disorder, Colnbrook, Chessbrook, Occupational Therapists, Physiotherapists and others where necessary.

Children with social, emotional and mental health needs

Behaviour is not classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the

child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete a CAF with the family and support the child through that process. If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS.

If the child is felt to have long-term social, emotional or mental health needs, e.g. anger management, the school offers a range of social skills or therapeutic interventions. These are generally delivered by trained staff who develop good, trusting relationships with the children. In addition, the school makes use of behaviour support units such as Chessbrook, or Highwood. All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, including towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

Transition Arrangements (Transition into and within school)

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes - including from the nursery - as smooth as possible. This may include, for example:

- visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.
- Additional meetings for the parents and child with the new teacher

Enhanced transition arrangements are tailored to meet individual needs.

When transferring to Secondary School meetings are held between the SENCO from the child's new high school and the class teachers, the SENCO and, where appropriate, the parent/carer and child.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governor with particular responsibility for SEND is Will Connolly.

He meets with the SENCO at least termly to discuss actions taken by the school.

Reports are considered by the full Governing Body, which also include assessment data.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Hertfordshire's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. The school's local offer for children with SENS is on the school website.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

Reviewed by: Francesca Elliott SENCo July 2017

To be reviewed by the Governing Body: July 2020