

# Special Educational Needs and Disability Policy

The John Harrox Primary School



Approved by:	[Governing Body]	Date: [18/09/2023]
Last reviewed on:	[18/09/2023]	
Next review due by:	[September 2024]	

## **Introduction:**

The John Harrox Primary School has a named SENCO who has undertaken the new Government SENCO qualification and a named Governor responsible for SEND. They ensure that the The John Harrox Primary School policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

At The John Harrox Primary School we recognise that our pupils have a variety of needs and aspirations. We are committed to the inclusion of all pupils in a broad and balanced curriculum, made accessible through differentiated activities. The needs of a significant minority of the children require consideration beyond that given to other pupils (a Special Educational Need). Government Legislation dictates the framework within which the school operates (the Special Educational Needs Code of Practice 2014, the SEN and Disability Act 2001), and further guidance is provided by both the Government and Local Authority. See the Local Offer at: <https://www.lincolnshire.gov.uk/special-educational-needs-disabilities-send/local-offer>

## **Aims:**

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide 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 SEND pupils take as full a part as possible in all school activities
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment
- To ensure that SEND pupils 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. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, school and pupils working in partnership.

## **Definition of Special Educational Needs**

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 to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. (**Code of Practice 2014**)

## **Special education provision means:**

For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area. Children must not be regarded as having learning

difficulties solely because English is not their first language – English as an Additional Language (EAL). The John Harrox Primary School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child. The Code sets out four areas of SEND:

- Cognition and Learning
- Social, Emotional and Mental Health
- Communication and Interaction
- Sensory and/or Physical Needs

### **Teaching and Learning**

Teaching SEND pupils 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. Some pupils may need increased levels of provision and support. At The John Harrox Primary School we follow the new Code of Practice (COP 2014). The COP raises the profile of SEND as a whole school issue recognising that every class teacher is a teacher of SEND children. The class teacher remains responsible for working with and devising programmes of work for children with a SEND.

### **SEND Support**

Initial SEND support is characterised by interventions that are different from or additional to the normal differentiated curriculum. This intervention can be triggered through concerns supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have Sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes (IEPs). Parents will be closely informed of the action and results.

Where a child, despite continued intervention and a differentiated curriculum, fails to make expected progress external agencies may be asked to contribute to these individualised programmes. External support services will help to advise on targets for a new IEP and provide specialist inputs to the support process. External Support Service intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at significantly lower than age related expectations
- Continues to experience difficulty in developing literacy/numeracy skills

- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting IEP will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

### **Individual Education Plans (IEP's):**

Strategies for pupils' progress will be recorded in an IEP (Individual Education Plan) containing information on

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review
- A learner profile

The IEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The IEPs will be discussed with the pupil and the parent. IEP's are reviewed regularly with parents and school staff. These targets will include advice from outside agencies where that is appropriate.

### **Possible interventions for children requiring SEND support**

The SENDCO in collaboration with the class teacher will decide 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
- 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

## **Education Health and Care Plans (EHCP) – Education, Health and Care Assessments**

The school will request for an EHC Plan as part of the graduated response when, despite an individualised programme of sustained intervention, the child remains a significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place. The evidence will include:

- The action followed with respect to IEPs – this needs to show precise targeted intervention
- The pupil's IEPs
- Records the outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Progress against Age Related Expectations
- Literacy/Numeracy attainments from any in-house assessments including GL
- 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

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with a statement or EHCP will be reviewed regularly in addition to the statutory annual assessment. When this coincides with transfer to secondary, the SENDCO from the chosen school will be invited to attend and be informed of the outcome of the review.

An EHCP will normally be provided where, after Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for an Assessment does not inevitably lead to an EHCP.

## **Education, Health and Care Plans**

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Established through parental/pupil consultation

## **Funding:**

The school receives funding from the LA for Special Needs, within the general school budget, as an amount for children with SEND (referred to as delegated funding) and in individual amounts for children with an EHCP. The funding is used to provide support including from:

- classroom assistants and/or teaching staff other than the class teacher
- to provide materials and resources to use for SEND
- to provide supply cover to enable review meetings to take place
- to provide administrative salary costs
- outside agencies including for assessment

Funds received for such a child will be allocated to provision for that child, within the terms of their EHCP.

### **Evaluating the success of our SEND policy**

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils
- External professionals

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

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

The provision for SEND within the school will be monitored by the SENDCO in consultation with the Head Teacher and governing body.

### **Staff Development:**

Staff are encouraged to maintain and improve their knowledge and expertise, in relation to SEND. Requests for training opportunities will be prioritised in discussion between the member of staff concerned, the SENDCO and the Head Teacher. The needs of the Appraisal programme and the priorities within the SDP will be taken into account.

### **The role of the SEND Co-ordinator:**

The SENDCO plays a crucial role in the school's SEND provision. This involves working with the Head Teacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEND
- Liaising with and giving advice to fellow teachers
- Managing Learning Support Assistants
- Providing guidance and support for all SEND requirements within the school
- Overseeing pupils' records
- Liaising with the parents
- Making a contribution to INSET – training

### **Outside agencies:**

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND pupils. When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologists
- Medical practitioners
- Speech therapists
- Hearing impairment services
- Visual impairment services
- Specialist teachers

- Working Together Team - Social and Communication Outreach

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

- The LA
- Specialist Services
- Education Welfare Officer
- Social Services
- Health Visitors

### **Partnership with parents**

Partnership plays a key role in enabling children and young people with a SEND to achieve their full potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents will be treated as partners and supported 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 their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, through the review and transition process.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents can contact the SENCO through the school office.

### **Other Policies and documents:**

This policy should be read in conjunction with a number of related policies including:

- Single Equality Policy - Includes Disability, Access, Gender and Race
- Behaviour Policy
- Teaching and Learning Policy

The school website Local Offer provides useful information for what SEND looks like at The John Harrox Primary School.

Available at:

<http://www.johnharroxprimary.co.uk/page/?title=Special+Educational+Needs&pid=54>

### **SEND Policy Review**

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body should undertake a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.