



Harby Church of England Primary School

Special Educational Needs and Disabilities Policy

Introduction

- 1.1** This policy outlines the provision for Special Educational Needs and Disability (SEND) at Harby Church of England Primary School. The policy follows the guidance of the Revised Code of Practice 2014. The implementation of the policy is the responsibility of the Governing Body, Head teacher, SENDCO and all staff.
- 1.2 Definition of Special Educational Needs and Disability (SEND)**
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 them.
- 1.3** At Harby we provide a broad and balanced curriculum for all pupils which will help them attain their full potential. The entitlement of statutory curriculum strategies is our starting point for planning that meets the specific need of individuals and groups of pupils. This is supported and extended through a creative approach which has thematic, relevant links to engage all pupils. We include pupil's interests and exploit their strengths, planning activities that will address multiple learning styles and intelligences. When planning, teachers set appropriate learning goals and respond to pupil's diverse learning needs.
- 1.4** Some pupils have difficulties or barriers to learning that may mean they have SEND and require particular action by the school. Teachers take account of these requirements and make provision, as appropriate, to support individuals or groups of pupils and thus enable them to participate effectively and fully in all aspects of school life. This may mean that pupils with SEND need additional or different help from that given to other pupil of the same age. Effective differentiation in planning and activities is seen as the prime intervention in meeting pupils' needs.
- 1.5** Pupils may have SEND either throughout, or at any time, during their school career. This policy takes into account the type and extent of the difficulties experienced and ensures that curriculum planning and assessment suit the needs of the individual child.

2. Admission Arrangements

Admission arrangements are determined by the school's Governing Body and we follow and use Leicestershire Local Authority Admissions Policy. Harby strives to be a fully inclusive school. It acknowledges the range of issues to be taken into account in the process of development. All pupils are welcome, including those with SEND in accordance with the Local Authority Admissions Policy. Pupils are not discriminated against whether they live in or out of the school catchment area on the basis of their SEND. Our school does not refuse admission to pupils who have SEND but do not have an Education Health and Care Plan. For pupils with an

Education Health and Care Plan the Local Authority will support admission, having regard to parental preference.

3. Aims and Objectives

3.1 The aims of this policy are:

- To create an environment that meets the special educational needs of each child
- To ensure that the special educational needs of pupils are identified, assessed and provided for
- To make clear the expectations of all partners in the process
- To identify the roles and responsibilities of staff in providing for pupil's special educational needs
- To enable all pupils to have full access to all areas of the school curriculum
- To ensure that parents are able to support their child's education and learning
- To ensure that our pupils are involved in this process
- To enable pupil to work towards promoting a positive self image
- To regularly review and evaluate pupils progress; giving staff, pupils and parents the opportunity to work in partnership
- To ensure relevant Codes of Practice and guidance related to SEN and Disability are implemented effectively across the school

4. Our Local Offer and Links with the Leicestershire Local Offer

4.1 Our Local Offer, which complies with Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014) and details a report on SEND provision in school. This is reviewed and updated at least annually. For more information please visit our school website or ask at school.

4.2 Our Local Offer is placed within that of the local authority and as such, we work with existing partnerships but are willing to forge new ones to in order to enable us to continue to provide for every pupil who wishes to attend our school. For more information about Leicestershire's local offer please visit http://www.leics.gov.uk/special_education_needs

5. Educational Inclusion and Access to the Curriculum

Inclusion and Equality Statement

Inclusion is an approach and attitude that will help to give all children opportunities for success and development at school, both academically and socially, and will ensure they are valued as part of the school community. We strive to ensure that pupils' unique needs, differing learning styles and requirements are recognised, valued and supported. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We try to have systems in place for early identification of barriers to their learning and participation so that all pupils can engage in school activities with others. We acknowledge the need for high expectations and suitable targets for all children. We actively seek to encourage equity and equality through our teaching. No gender, race, ethnicity, social and economic background, Special Educational Need or Disability will be discriminated against. The school's Disability Equality Scheme will be followed and the use of stereotypes will always be challenged.

5.1 At Harby we aim to offer excellence and choice to all our pupils, whatever their ability or needs. We have high expectations of all our pupils. We aim to achieve this through the removal of barriers to learning and participation. We want all our pupils to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that pupils:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate learning at different rates
- Need a range of different teaching approaches and experiences

5.2 Teachers respond to pupil's needs by:

- Providing support for pupils who need help with communication, language, literacy and numeracy
- Planning to develop pupil's understanding through the use of all available senses and experiences
- Planning for pupil's full participation in learning and in physical or practical activities
- Helping pupils to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions and to take part in learning

6. Special Educational Needs and Disabilities

6.1 Definition of Special Educational Needs and Disability (SEND)

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 them.

6.2 Many of the pupils who join our school have already attended an early education setting. In some cases pupils join us with their needs already assessed. All our pupils are assessed when they join our school so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our pupils.

6.3 Identification and Assessment of Pupils with Special Educational Needs / Disabilities

The assessment and identification of SEN is achieved through a combination of ways. Class teacher assessments and observations of how pupils perform, achieve and progress may be the first indication that there is a difficulty. An initial cause for concern is raised, discussed with the SENCO and monitoring / collation of evidence will be the next step. This may include further detailed observations, assessments, discussions with the child and parents, EYFSP, standardised tests, tracking information and SATs as appropriate. This will enable the SENDCO and class teacher to work together to develop a whole picture of the child. Local Authority Guidelines on the placement of pupils on the SEND Record will also be considered. Pupils may then be formally placed on the SEND Record or may be identified as **Cause for Concern**. At this point they have **not** been identified as having SEND but will be closely monitored, supported and reviewed. They may be achieving at a lower level and would benefit from some early support but do NOT have SEND. Pupils will not be kept as *Cause for Concern* indefinitely. A period of 2 full terms will enable sufficient monitoring and assessments to be made to determine whether

the child should be removed from this or moved to the SEND Record and require a SEND Support Plan.

6.4 SEN Support Plan

If our assessments show that a child has a need or difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The child's class teacher will keep parents informed and draw upon them for additional information. The SENCO will become involved in supporting the class teacher, parents and child and will take the lead in monitoring progress. Further assessments may be carried out and the views of the child and parents will also be sought and taken into consideration. The child's class teacher remains responsible for working with the child on a daily basis and for planning and delivering suitable activities. A SEND Support Plan will be devised to help target, support and develop the specific needs of the child. This process will be supported by the SENDCO who will be involved in suggesting teaching strategies, outcomes and a date for a review of progress and provision. Class teachers will keep notes on progress against the SEND Support Plan and regularly review targets to ensure they are effective in supporting and developing children.

6.5 Education Health and Care Plan

If the child continues to demonstrate significant difficulties in learning, education, health and socially, a request for Statutory Assessment will be made to the Local Authority for an Education Health and Care Plan. A range of written evidence about the child will support the request and will involve the school, child, parents and external support agencies working together. The SENDCO will liaise with all relevant parties as appropriate.

7. Pupil Participation

7.1 As a school we encourage and value full participation from all our pupils. Working in partnership with pupils with SEND can have a positive effect on their self esteem and confidence. It is important that pupils feel they are valued and have a voice. Working with pupils to identify areas of success and areas to develop and involving pupils in making judgements about their performance against targets will help them to engage in the support being given and feel part of the process.

8. Partnership with Parents

8.1 The school works closely with parents in the support of pupils with SEND. We encourage an active partnership through an ongoing dialogue. Parents have much to contribute to our support with pupils with SEND and we value their contribution and support greatly. We have regular meetings with parents of pupils with SEND to share their progress. The involvement of external support agencies and the process of decision making related to their child is discussed with them and their opinions sought.

8.2 The school website contains details of the school's policy for SEND and the arrangements made for pupils in our school, including our Local Offer.

9. Monitoring and Evaluation

9.1 The SENDCO will ensure that the SEND record in school is kept up to date. Regular reviews of pupil's progress in meeting targets and outcomes, discussion with the class teacher, parents, pupils and external support services will inform this. The SENDCO will carry out provision mapping to ensure that the best possible use of resources and expertise is deployed in meeting the needs of pupils with SEND. The SENDCO will monitor and evaluate provision in school. This will take into account pupil's current placement on the record, the provision and interventions planned for them, the resources needed to implement these plans, both human and physical.

9.2 We have a Governor who has specific responsibility for SEN/D and maintains an interest in ensuring that provision is made, is appropriate and has an effective impact. Our Governor is Helena Wright. As a school we look at the provision that has been made - this may be linked to time, adult support, resources and specific interventions. We look at the academic performance of pupils identified as having SEN/D and compare their progress and achievement both individually against their peers. We strive to ensure that all pupils make good progress from their original starting points and that they develop their achievement to narrow any gaps between pupils with SEN/D and their peers. This may not always be an academic issue depending on the nature of individual pupils' SEN/D. Some pupils with identified SEN/D may be high achieving academically and in these instances we would look at their development of behavioural, emotional, social needs as appropriate. This may be achieved through tracking of Teacher Assessments and other assessment data, pupil and teacher interviews and observations.

9.3 We will look at individual SEND Support Plans to see if they are achieving their aim and that pupils are making good progress in achieving their specific targets. Class teachers will keep fortnightly notes on progress against the SEND Support Plan and regularly review targets to ensure they are effective in supporting and developing children. As a result of this we will review and refine individual targets and working practices to ensure they are always effective and they meet current needs of pupils.

10. Allocation of resources

10.1 In accordance with Leicestershire Education Authority, funding for pupils receiving SEND Support is included in the schools delegated budget. The SENDCO and Head teacher in partnership are responsible for the operational management of the specific and agreed resources for SEND. The resources include human and physical resources. The Head teacher recommends to the Finance committee the level of SEND funding. Between 5 and 15% of the schools budgetary allocation is deployed to SEND and this provision is reviewed annually.

11. Roles and Responsibilities

11.1 SENDCO

At Harby C of E Primary School the Special Educational Needs Coordinator (SENDCO) is Mrs. Bridget Bye. It is the role and responsibility of the SENDCO to:

- Manage the day to day operation of the policy
- Coordinate the provision for and manage the responses to pupil's special needs

- Support and advise colleagues
- Oversee the records of all pupils with special educational needs
- Act as a link with parents
- Act as a link with external agencies and other support agencies
- Monitor and evaluate the special educational needs provision and report to the governing body
- Manage a range of resources, human and material, to enable appropriate provision for pupils with special educational needs
- Contribute to the professional development of all staff
- Develop the school's own expertise
- Take the lead in policy review and practice
- Update records and keep notes on pupil progress
- To inform and make recommendations at review meetings

11.2 The Governing Body

The Governing Body of our school has due regard to the SEND Code of Practice when carrying out its duties toward all pupils with special educational needs. It is the role and responsibility of the governing body to:

- Do it's best to secure the necessary provision for any pupil identified as having SEND
- Ensure that all teachers are aware of their responsibility in providing for pupils with SEND
- Consult with the LEA and other schools as appropriate
- Report annually to parents on the success of the implementation of the school's SEND policy through the Local Offer
- Ensures that parents are notified of a decision by the school that SEND provision is being made for their child
- The governing body has a named governor for SEND who is Helena Wright
- The SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel

12. Complaints Procedure

12.1 We take all concerns and complaints seriously. In the first instance, please talk your concern over with your child's class teacher. If you are still unhappy please talk to the Headteacher and SENDCO. If you feel the issue is still not resolved please contact the Chair of Governors. Guidance is set out in our Concerns and Complaints Procedure.

To be reviewed with the schools Local Offer Annual Review Autumn 2021

Important Further Information

This policy should be read in conjunction with the school's SEND Local Offer which complies with Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014) and details, annually, a report on SEND provision in school. It has detailed information relating to:

1. The kinds of special educational needs for which provision is made.
2. Information about policies for the identification and assessment of pupils with special educational needs.

3. Information about policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans, including:
 - (a) How we evaluate the effectiveness of provision for pupils.
 - (b) The arrangements for assessing and reviewing the progress of pupils with special educational needs
 - (c) Our approach to teaching pupils with special educational needs
 - (d) How we will adapt the curriculum and learning environment for pupils with special educational needs
 - (e) How we will provide additional support for learning that is available to pupils with special educational needs
 - (f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum
 - (g) Support that is available for improving the emotional and social development of pupils with special educational needs.
4. The name of and contact details of SEN co-ordinator / Manager of Special Educational Needs or Disabilities (SEND) / Additional Learning Support Department:
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.
7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.
8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.
10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.
11. The contact details of support services for the parents and carers of pupils with special educational needs.
12. The arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.
13. Information on our contribution to the publication of the local authority's local offer.

This policy is in accordance with: Leicestershire's Local Offer for Educational settings (2014). It complies with the guidance given in the 2014 document "Special Educational Needs and Disability Code of Practice: 0 to 25 years"

For more information on our school's Local Offer please visit or ask at school.

For more information about Leicestershire's Local Offer please visit:

http://www.leics.gov.uk/special_education_needs