



**SEND  
POLICY**

SENDCO: Rachel Kempster (NASENCO Award, July 2014)

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SENDCO is a full member of the SLT

Named Governor for SEND: Jean Mort

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was co-produced by the school's SENDCO with the SEND Governor in liaison with the SLT, all staff and parents of pupils with SEND

## Introduction

Haslam Park Primary School has a named SENDCO (Rachel Kempster) who has successfully completed the Government SENCO qualification (NASENCO) and a named Governor responsible for SEND (Jean Mort) They ensure that the Haslam Park Special Educational Needs 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.

It is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (January 2015).

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

### What are 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 child has a learning difficulty or disability when they have:

- a significantly greater difficulty in learning than the majority of others of the same age, or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools in England. **Code of Practice 2015**

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.

The school recognises that the needs of high achieving children should also be catered for and recognised as a 'special educational need'.

This SEND policy details how, at Haslam Park, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils 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 pupils who do not have SEND
- to achieve a high level of partnership with parents of children with SEND in order to achieve the best possible outcomes for pupils
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure support and full inclusion in all school activities for pupils with medical conditions by ensuring consultation with health and social care professionals
- 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 all elements of the school curriculum
- to work in cooperation and productive partnerships with the Local Education 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

We endeavour to meet the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in our society.

### **In planning our curriculum, 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
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in 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 to take part in learning

## Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENDCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs.**

### Identification of special educational needs

If a child already has an identified special educational need on entry to the school, this information will be used to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- form the basis for planning the next steps of the child's learning.

The school's system of pupil progress meetings will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is that current rates of progress are inadequate. 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.

In order to help children with special educational needs, Haslam Park Primary School will adopt a graduated response. Our provision will be based on careful analysis of need, close monitoring of each individual's progress and a shared perception of desired outcomes. Within this response we may use specialist expertise if, as a school we feel that our interventions are still not having an impact on the individual.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. An initial concerns checklist will be completed and discussed with the SENDCO and Parents. Appropriate adaptations will be put in place and monitored for a period of up to a term. If no progress is noted after this time, the child may be added to the school SEND register with parental permission.

The class teacher, after discussion with the SENDCO will then 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 SENDCO, parents and young person.

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 the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs. Interpreters will be used where appropriate to support assessment.

### **Reasons for a child being added to the SEND register may include the fact that he/she:**

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of 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 techniques 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, and continues to make little or no progress.

### **Monitoring Children's Progress**

***Documents in bold italics are attached as appendices to this policy***

At Haslam Park Primary School we apply a cycle of ASSESS – PLAN – DO – REVIEW in order to ensure provision is tailored to meet the needs of children on the SEND register and achieve the best rate of progress possible.

The class teacher/s and SENDCO will meet after each assessment point to hold a SEND review in order to monitor the progress of children on the SEND register and to discuss any changes to provision necessary to secure the best possible outcomes. For children who are placed on the SEND register, the school will record the steps taken to meet their needs through the ***SEND review data sheets*** and ***SEND provision map***. Children with targets that are outside the Assertive Mentoring targets given to all children will have a ***Toolkit*** to record objectives, strategies and resources. This document will be evaluated and updated after each assessment point. If we refer a child for an Education Health and Care Plan, we will provide the LEA with a record of our work with the child to date.

The ***Pupil Passport*** is a document which provides a brief outline of key information about a child enabling staff to have easy access to important information in order to support a child's needs most appropriately. This document is updated annually or where significant changes take place.

### **The role of the SENDCO**

- The Special Educational Needs and Disability Co-ordinator's [SENDCO] responsibilities include:
- Overseeing the day-to-day operation of the school's SEND policy.

- Co-ordinating provision for children with SEND.
- Liaising with and advising colleagues.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with other primary schools and Local authorities in order to ensure a positive transition for any child moving school.
- Liaising with external agencies including: the local authority, educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the progress of children on the SEND register

### **Partnership with parents**

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

The school website contains the special educational needs information report including the arrangements made for children in our school with special educational needs. 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 each term 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 always have access to the SENDCO through a school email address or by making an appointment to speak to them.

### **The Nature of Intervention**

The SENDCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This 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 SENDCO; or, with TA support or other Wave 3 intervention such as The Hickey Course, Toe by Toe or Power of 2.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENDCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and SENDCO and they will have specific time slots to discuss targets, provision and progress with the SENDCO on a termly basis.

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

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

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. 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 will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. Overall responsibility for progress of the child remains with 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 working at a level substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own 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 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 peers.

### **School Request for an Education Health and Care Plan**

A request will be made by the school to the LEA if the child has demonstrated significant cause for concern. The LEA 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:

- Previous toolkits and targets for the pupil.
- Records of the child's health and medical history where appropriate.
- Records of school provision to meet a child's needs.
- National Curriculum attainment in literacy and numeracy.

- Educational and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.

The parents of any child who is referred for an Education and Health Care Plan will be kept fully informed of the progress of the referral. Children with a statement of special educational needs or an Education and Health Care Plan will be reviewed after each assessment point in addition to the statutory annual assessment. When this coincides with transfer to high school, the SENDCO from the high school will be invited to the review or, if this is not possible will be informed of the outcome of the review.

## **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them 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 meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, using assessment to inform the next stage of learning. By breaking down the levels of attainment into finely graded steps and targets, we ensure that all children experience success within their learning experiences.

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 though when, to maximise learning, children work in small groups, or in a one-to-one situation outside the classroom.

## **Allocation of resources**

The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care plans.

The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed. The head teacher and the SENDCO meet annually to agree on how to use funds directly related to statements.

## **The role of the governing body**

The governing body challenges the school and its members to secure necessary provision for any pupil 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 has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

## **Monitoring and evaluation**

The SENDCO monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers to adapt provision for children with SEND and in drawing up and maintaining records of provision. The SENDCO and the head teacher hold regular meetings to review the work of the school in this area. In addition the SENDCO and the named governor with responsibility for special needs also hold regular meetings.