

# **HEALEY FOUNDATION PRIMARY SCHOOL**

## **SPECIAL EDUCATIONAL NEEDS**

### **POLICY**

**Headteacher – Mr Matthew Hopkins**

**Special Educational Needs Co-ordinator SENCO – Mrs Cheryl Richards**

**Designated SEN Governor – Miss Sarah Smedley**

## **Special Educational Needs**

*“The purpose of education for all children is the same, the goals are the same. But the help that the individual children need in progressing towards them will be different”*

*Warnock Report 1978*

### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013  
([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf))
- SEND Code of Practice 0-25 (2014)  
([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/342440/SEND\\_Code\\_of\\_Practice\\_approved\\_by\\_Parliament\\_29.07.14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf))
- Schools SEN Information Report Regulations (2014)  
([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/251874/Consultation\\_on\\_draft\\_0\\_to\\_25\\_Special\\_Educational\\_Needs\\_SEN\\_-\\_SEN\\_information.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251874/Consultation_on_draft_0_to_25_Special_Educational_Needs_SEN_-_SEN_information.pdf))
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014  
([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/306952/Statutory\\_guidance\\_on\\_supporting\\_pupils\\_at\\_school\\_with\\_medical\\_conditions.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf))
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013  
(<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012  
([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/301107/Teachers\\_Standards.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers_Standards.pdf))

## **Beliefs and Values**

At Healey Foundation Primary School, our policy is to provide all children with a broad, balanced and challenging curriculum in an inclusive environment where they can reach their full potential. We aim to equip children with the relevant skills, knowledge and attitudes in providing equal opportunities by removing barriers to learning based on gender, race, disability or special need.

## **Principles**

The school shares the principles that are set out in the New Code of Practice.

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), must have regard to:

- The views, wishes and feelings of the child or young person, and the child's parents
- The importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

**(SEN Code of Practice 2014)**

## **Objectives**

We seek to:

1. Identify and provide for pupils who have SEN and additional needs based on the individual
2. Work within the guidance provided in the SEN Code of Practice 2014
3. Provide systems that take into account the specific needs of all children
4. Develop confident staff so these needs can be catered for
5. Provide thorough assessment systems that show all steps of progress and provide next steps
6. Work closely with parents and their children in developing policies and procedures

## **Definition of Special Educational Needs (SEN)**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of 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 or mainstream post-16 institutions.

**(SEN Code of Practice 2014)**

## **Role of the SENCo**

The key responsibilities of the SENCO include:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Liaising with parents of pupils with SEN
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services and class teachers
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date

**(SEN Code of Practice 2014)**

## **Identification of SEND**

The SEN Code of Practice (2014) categorises four broad areas of SEN:

- 1. Communication and interaction**
- 2. Cognition and learning**
- 3. Social emotional and mental health difficulties**
- 4. Sensory and/or physical needs**

SEN encompasses a wide range of needs and difficulties which may include one or more of the following:

- Cognition: understanding and ability to reason/make links between learning
- Learning delay: difficulty with reading, writing, spelling, numeracy skills etc.
- Sensory difficulties: hearing or visual impairment
- Physical difficulty: gross and fine motor skills
- Speech and Language development
- Social skills/interaction
- Emotional and behavioural difficulties
- Medical difficulties linked to any of the above

Not considered SEN (but may impact on progress and attainment) are:

Children with:

- Disability
- Poor attendance and punctuality
- Poor health and welfare
- EAL (English as an Additional Language)
- Pupil Premium status
- Looked after status
- A parent who is a serviceman/woman
- Poor behaviour

It has to be acknowledged that some children with SEN may also be a member of these categories

## **Identification, assessment and monitoring for all pupils**

All pupils at Healey are tracked continually and monitored to ensure that they are achieving their full potential.

All **Foundation Stage** children will take part in baseline assessments (EYFS) in the first half term of school entry. Children may be placed in ability groups and an appropriate curriculum will be planned. At the end of the Foundation Stage, children will complete the statutory electronic profiles

The end of Key Stage Assessments (**Year 2 and Year 6**) will be carried out within the DfE guidelines. Children will only be disapplied from SATs if they perform significantly below expected norms and meet the criteria laid down by the LA.

All children will take part in interim assessments from Year 3 upwards.

In **Year 1** the children will take part in the statutory Phonic Screening Test.

The school uses standardised methods e.g. NFER /Rising Stars (**in Years 3 and 6**) and Teacher Assessment (TA) to track progress.

Pupil progress will be tracked by Teachers and SLT. The progress made will be regularly reviewed and monitored. Tracking will be recorded through Target Tracker and pupil progress meetings will be held half termly with the Headteacher.

Parents are informed about their child's attainment throughout the year via termly Parents' Evenings, interim reports and an annual report. In line with the SEN Code of Practice, parents of pupils with SEN are kept informed and involved with their child's specific needs and progress during annual review meetings. Provision map review Meetings are available to parents and they are kept informed about changes and asked for advice and input.

## **Graduated Approach to SEN Support**

**High quality first teaching that is differentiated and personalised will meet the needs of the majority of children and young people. Some children need educational provision that is additional to or different from this - this is SEN provision under section 21 under the Children and Families' Act 2014. SEN provision is underpinned by high quality first teaching and compromised by anything less.**

Potential children with SEN are identified at the Pupil Progress Meetings, or through discussion with the SENCO, and then an observation is arranged. Advice is then given and a period of **assess – plan – do – review** takes place. This is reviewed as necessary or at the next Pupil Progress Meeting.

If it is felt that a graduated response and quality provision has been undertaken and the child still makes less than expected progress then they will be classed as having SEN and be placed on the register. Children with a specific diagnosis of SEN, for whom progress is not an issue, will also be placed on this register.

**The class teacher is responsible for the progress of any child with SEN in their class** but the SENCO is available for advice or to make referrals to outside agencies.

Parents are consulted in all areas via meetings with the SENCO and class teacher, attending meetings held with professionals, at Parents' Evenings, with informal conversations with the SENCO and via our SEN Parents' Meetings/coffee mornings.

Each child is consulted via their involvement in most professional meetings, discussions with their parents, SENCO and class teachers.

## **Managing the Needs of Pupils on the SEN Register**

Provision Mapping is the process which is used to highlight the need for intervention for those who may, or may not, have SEN. Through the termly Pupil Progress Reviews, teachers review the children and their progress. They take the information, recorded at these meetings, and interventions are organised. The SENCO keeps a Provision Map List and this list is updated at least twice each year. This profile gives information on the specific area/areas of SEN and the details of the intervention which is currently being delivered. A pupil may be removed from the SEN register if the class teacher and SENCO agree that they are making satisfactory progress.

The stages of Provision Mapping are as follows:

- STAGE 1** – Classroom *Provision Maps no SEN* – children requiring some form of extra provision that are not classed as SEND
- STAGE 2** – Individual *Provision Maps for SEN* – children with SEND and/or barriers to learning who require involvement of external agencies such as Rochdale Additional Needs (RANS), Educational Psychology and Healthy Young Minds. **(SEN Support)**
- STAGE 3** – *Education Health Care Plans (EHCP) (My Plan)* – **children with a EHCP/Statement of Special Educational Need**

**The class teacher will:**

- Ensure that the child's needs are met through appropriate differentiation, use of resources and teaching strategies in the classroom setting
- Monitor, evaluate and review the child's progress and discuss this with parents and the SENCO
- Liaise with any multi-agencies involved with the child, supported by the SENCO as necessary
- Inform the SENCO of any resources, additional support or CPD required to continue meeting the child's needs
- Work directly with vulnerable children as much as any other child during the week
- Provide positive support for any intervention programme
- Organise TA support in the classroom to maximum effect

**The SENCO will:**

- Give advice on differentiation, resources and teaching strategies
- Monitor intervention programmes
- Link with the CPD co-ordinator to address staff training needs
- Support the class teacher in liaison with parents
- Be accountable for reporting to the Headteacher, governing body and Local Authority on matters linked to SEN
- Review the SEN policy annually

**Referral for Statutory Assessment**

If it is felt that the child has severe and complex needs and continues to have significant difficulties accessing the curriculum and making appropriate progress, despite various interventions then a referral for formal statutory assessment may be made to the Local Authority. The child must have had Educational Psychology involvement.

**The class teacher will:**

- Provide information for the report
- Liaise with their support staff

**The SENCO will:**

- Liaise with the parents and explain the process of formal assessment, supporting the parents throughout the process and keeping them informed about developments
- Refer parents to the **Rochdale Family Service Directory/SENDIASS/Barnardos/#Thrive** <http://rochdale.fsd.org.uk/kb5/rochdale/fsd/home.page> if they require outside agency support
- Initiate the completion of the referral forms, working with the class teacher to submit as full an account of the child's needs and stages of development as possible
- Ensure that copies of relevant reports, assessment data etc. is submitted to support the referral
- Notify any multi-agencies involved of the referral

**Education, Health and Care Plans**

Rochdale Authority now provide the new EHC plans (Education, Health and Care plans) and these are known, in Rochdale, as a 'My Plan'.

The Local Authority will decide whether to issue an EHC plan based on the information supplied by parents, school and multi-agencies. The plan then forms the basis of the child's SEND provision in school with stipulated banding and aims of the provision. The school has the responsibility for arranging the support.

A review of a 'My Plan' is held annually and involve a meeting to discuss progress towards learning outcomes and any specialist input. For a child in Y6, an Interim or Transition Review may be held during the autumn term, prior to transfer, in order to discuss an appropriate secondary placement for the pupil.

Involved in the Annual Review will be:

- Child (as appropriate)
- Parents
- SENCO
- Class Teacher
- Multi-Agency Workers: speech therapist, specialist teacher, physiotherapist etc.
- Local Authority SEN Officer (if an Initial or Transition Review)
- Secondary School SENCo (Transition Reviews)

**The class teacher will:**

- Provide information for the report

**The SENCO will:**

- Attend the review meeting
- Request reports from the class teacher wherever necessary

**The Role of the Governors**

The governors have due regard for the Code of Practice when carrying out their duties with pupils who have SEN. The governing body will aim to secure necessary provision for any pupil identified as having special needs and will ensure that all teachers are aware of the importance of providing for these pupils. They will consult with the Local Authority and other schools when appropriate, reporting annually to parents on the success of Healey's SEN policy. The governing body will ensure that parents are notified and kept up to date with SEN provision being made for their child.

The governing body has an identified governor, Mrs Jenny Shooter, who has specific oversight of the school's provision for pupils with SEN. She will liaise with the governing body and ensure that they are kept up to date with developments in SEN provision, including the deployment of funding, equipment and personnel.

The SENCO will provide an annual report to the Headteacher, which details the SEN provision.

**Partnership with Parents**

As part of our overall school vision and ethos, we advocate and encourage close relationships with parents. We value their input with regard to their child's welfare and education at Healey and welcome an active, open partnership with honest dialogue. Children with SEN will require additional communication to take place, informing parents of specific progress being made in learning and any on-going difficulties experienced. We encourage their attendance at meetings with agencies and advocate their role in any decision making relating to their child's education.

The child's class teacher will be the first point of reference for parents to discuss any concerns.

The Local Authority and our school have drawn up a Local Offer. This sets out what the LA and our school do to support parents with a child with SEN.

The LA Local Offer can be found here:

<http://rochdale.fsd.org.uk/kb5/rochdale/fsd/family.page?familychannel=4>

The school also have produced a SEN Information Report which can be found here on our website

<https://www.healeyprimaryschool.co.uk/>

Families can be supported under the CAF (Common Assessment Framework)

## **Admissions**

The Governing Body aims to provide a safe, secure and inclusive environment for teachers and pupils, which ensures that the needs of all pupils are met to acceptable standards. Healey Primary welcomes all children with SEN

Pupils with SEN but without statements will be treated as all other applicants on the basis of the school's published admissions criteria (see Admissions policy)

The school will admit pupils with already identified special needs, as well as identifying and providing for pupils not previously identified as having SEN.

If a child has a **EHCP** the school will admit on the basis of the school's published admission criteria. It will adopt a range of strategies to recognise complex needs so long as it is compatible with the efficient education of other children.

Disabled pupils will be admitted using the same criteria. The school will comply with the reasonable adjustments duty and consider what can be done to ensure disabled pupils are not at a substantial disadvantage.

The school understands that it may need to seek the view of the local health and safety officer and other professionals/specialists.

## **Specialist Provision**

The school provides opportunities for induction and continuing staff development for SEN staff and ensure that they are trained in the skills required to support pupils with SEN. The SENCo regularly attends the LAs SENCo network meetings in order to keep up to date with local and national updates in SEND.

In addition to the SENCo, the school employs a number of qualified teaching assistants. The school welcomes applications for admission from parents of pupils with mobility difficulties. The school is a single storey building with access for pupils with mobility difficulties and has almost complete wheelchair access and, the governors will make every effort to accommodate a pupil's needs and work with the Education department to update existing facilities, subject to funding. All new building projects are completed with 100% disabled access. The school works with the LA (Building Services & RANS) in managing and identifying disabled accessibility.

The school makes an annual audit of training needs for all staff, taking into account priorities as well as Professional Development. Support will be given to NQTs and other new members of staff.

Should a pupil with specific needs be admitted to the school, the SENCo will take up the necessary training and where appropriate cascade the knowledge to other staff through in-service training.

The school will establish appropriate links with support services and health professionals. Support services play an important part in helping the school identify, assess and make provision for pupils with SEN.

The school receives visits from the Educational Psychologist - usually 2 days per term.

We will endeavour to foster good links with Secondary schools so that relevant information is transferred to the appropriate school. Support Staff will, when necessary, accompany SEN children on Induction days at Secondary school.

When children move to another school, we aim to liaise with the new teacher and pass on information, including SEN details. In accordance with the statutory guidelines, all records are transferred within 15 days of the pupil ceasing to be registered with the school. When children are entering Reception, liaison between Parents, through home visits, Early Years staff and Nurseries takes place. The SENCo will, when necessary, accompany the reception teacher and visit any pupils coming into school with already identified SEN so that transition packages will be put into place.

## **Complaints**

The school's complaint procedures are set out and published in the School Prospectus and on the school website. Any complaints parents may have concerning SEN, assessment or provision, should be made firstly to the Headteacher who will deal with the concerns thoroughly, promptly and sensitively.

Further complaints should be made to the Chair of Governors or Link governor for SEN.

Parents may also contact the Rochdale Family Support Directory who can offer free independent help and advice.