



Learn, Laugh and Love

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

We believe that all children should, wherever possible, be educated in a classroom setting and be fully integrated with their peers. Children with SEN join in the activities of the school together with pupils who do not have SEN, in so far as it is reasonably practical and compatible with the pupil receiving the necessary SEN provision, the efficient education of other children and the effective use of resources. All pupils with SEN are entitled to access to the full National Curriculum.

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001)
September 2014

Ofsted Section 5 Inspection Framework January 2014

Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010

Education Bill 2011

Children and Families Act 2014

WHO ARE CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES?

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 educational facilities of a kind generally provided for others of the same age in mainstream schools.

ADMISSION ARRANGEMENTS

Admission arrangements for children with SEND are the same as for other children, except in the case of a child with an Education Health and Care Plan (EHCP), where support is required to ensure the safety of that child or others. The head teacher may then wish to delay entry until support is in place.

Inclusion Statement

The staff at Harehills Primary School are committed to the inclusion of all pupils.

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials *appropriate to children's interests and abilities*. *This ensures that all children have full access to the school curriculum.*
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- *We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning and special educational needs.*
 - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
 - Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- To “*promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others*”. (*National Curriculum, 2000*)

STAGE 1 Well-differentiated, quality first teaching, including, where appropriate, the use of Wave 1 or Wave 2 interventions. All vulnerable learners to be included on whole-school provision maps.

- All learners will have access to quality first teaching.
- The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEND.
- All vulnerable learners will be included on detailed whole-school provision maps which outline and monitor all additional intervention across the school. The whole school provision maps enable the school to:
 - *Plan strategically to meet pupils’ identified needs and track their provision*
 - Audit how well provision matches need
 - Recognise gaps in provision

- Highlight repetitive or ineffective use of resources
- Cost provision effectively
- Demonstrate accountability for financial efficiency
- Demonstrate to all staff how support is deployed
- Inform parents, LEA, external agencies and Ofsted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation

Identification and Assessment at Stage 1

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Foundation Stage Profile GLD scores, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements. (Cycle of assess, plan, do and review.)
- following up parental concerns
- tracking individual *children's progress over time*
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- maintaining provision maps for all vulnerable learners which clearly identifies pupils receiving additional SEND *Support from the school's devolved budget or in receipt of High Needs funding. These provision maps are updated termly through pupil progress meetings between AHTs, TLCP year group leaders, teachers and SENCO*
- undertaking when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a *pupil's needs. It may include a bilingual assessment where English is not the first language.*
- involving an external agency where it is suspected that a special educational need is significant

Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/ or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching

- wave 2 and 3 interventions
- other small group withdrawal
- individual class support/ individual withdrawal
- bilingual support/ access to materials in translation
- further differentiation of resources
- Special Educational Need support plans

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENCO, AHT for SEND and other senior leaders
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis
- scrutiny of planning
- teacher interviews with the SENCO/ AHT for SEND
- informal feedback from all staff
- pupil interviews when setting new SEN support plan outcomes or reviewing existing outcomes
- pupil progress tracking using assessment data (whole-school processes)
- monitoring SEN support plans, their outcomes and evaluating the impact of SEN support plans on *pupils' progress*
- attendance records and liaison with learning mentors
- regular meetings about pupils' *progress between the SENCO/ AHT for SEND and the Head teacher*
- *Head teacher's report to parents and governors*

Stage 2 Additional SEND Support

- Pupils will be offered additional SEND support when it is clear that their needs require intervention *which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school* i.e. they have a special educational need as defined by the SEN Code of Practice 2014.

- Under-achieving pupils and pupils with EAL who do not have SEND will **not** be placed on the list of pupils being offered additional SEND support (but may *be on the school's provision maps*).
- In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using the whole-school provision maps.
- It may be decided that a number, **but not** all of the pupils on the SEND list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEND Descriptors published as part of the Leeds local offer.
- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a SEN support plan will be required.
- Our approach to Special Educational Need support plans, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:
 - Our SEN support plans are an assessment, planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
 - Our SEN support plans will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. Outcomes will address the underlying reasons why a pupil is having difficulty with learning – *they will not simply be “more literacy” or “more maths”*.
 - Our SEN support plans will be accessible to all those involved in their implementation – *pupils should have an understanding and “ownership of the outcomes”*.
 - Our SEN support plans will be based on informed assessment and will include the input of outside agencies and legal documents such as an EHCP.
 - Our SEN support plans have been devised so that they are manageable and easily monitored and will be monitored and evaluated termly.

- Our SEN support plans will be time-limited – at the termly review, there will be an agreed “*where to next?*”
- Our SEN support plans will have a maximum of four short/ medium term SMART outcomes set for or by the pupil.
- Our SEN support plans will specify how often the outcomes will be covered.
- Our SEN support plans will state what the learner is going to learn and will be clear about what the pupil should be able to do at the end of the given period.
- Outcomes for SEN support plans will be arrived at through:
 - Advice from EHCP
 - Discussion with another professional
 - Discussion between teacher and SENCO
 - Discussion, wherever possible, with parents/carers and pupil

(the precise order for this will vary from pupil to pupil).

- Our SEN support plans will be reviewed at least termly by class teachers in consultation with the SENCO and members of the SEN team.

Stage 3 Education Health and Care Plan

- Pupils with an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their plan.
- Our school will comply with all local arrangements and procedures when applying for
 - High Needs Block Funding
 - An Education Health and Care Plan

and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND Support using our devolved budget at an earlier stage.

- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

Annual Reviews

There is a formal review meeting for children on full funding and children with a EHC plan and this must be held annually or every six months for under-fives. The purpose of the review meeting is to get an overall *perspective on the child's progress, to monitor and evaluate the provision and amend as necessary.*

Before the review the SENCO contacts parents and outside agencies to collect written information from them *detailing the child's progress in relation to outcomes set and EHCP Outcomes.* When the information has been collated the SENCO invites parents, teachers, support staff and the outside agencies involved with the child, including the Educational Psychologist, to meet at school in order to produce a review report, which is then signed by the head teacher and submitted to the LEA. As it is often difficult to get all parties together at any one time the SENCO must gather individual reports from the agencies before the meeting in order to give a full report to parents at the review meeting. It is the role of the SENCO to feed back to the head teacher and inform them of any proposed *changes or amendments to the child's EHCP plan.*

When a child is in Year 5 and if considered appropriate in Year 2 and has full funding or an EHCP the school Educational Psychologist needs to be involved with the annual review. This is in order to discuss and support the transition process and arrangements for KS3 or KS2. It is imperative that the parents and school *establish suitable links prior to the child's transfer.*

We will also help parents by providing the following:

- Help with filling in forms
- Providing interpreters
- Making the family and their friends welcome
- Having informal discussions regarding their child
- Offering and organising specialist advice and support
- Listening to concerns and problems

Staffing

We currently have the following staff in school in order to help support children with SEND:

- Special Needs Governor – Sam Paechter
- Special Needs Coordinator (SENCO) – Alison Liversage
- SEND AHT – Caroline Pallas
- Class teachers
- HLTAs
- Nurture Lead – Wendy Lister
- Speech and Language Therapists – Anne-Marie Owen and Hayley Thurston
- Special Needs Assistants, Teaching Assistants (SNAs, TAs, BSWs)

The Wellbeing and Families Hub Team

- Integrated Services Managers – Azhar Ali and Janet Hayward
- Learning Mentors – Julie Drysdale, Julie Thompson, Christine Somers, Joan Cox
- Family Support workers – Kaniza Liaqat, Julie Drysdale

Funding for SNAs and TAs is generated through FFI. The amount of money allocated to school will vary and is based on the needs of the cohorts of children. All support staff have a variety of experiences in working with children and in supporting various needs. They form a vital part of our school staff, attending meetings, INSET and sitting on the governing body. Most of their work should be in the classroom as it is our policy that children with SEND are fully integrated in all aspects of school life.

SNAs, TAs, BSWs responsibilities are:

- Working in a 1:1 or small group for parts of the day to deliver targets from a SEN support plan or differentiated work planned by the class teacher, SENCO or outside support agencies.
- Working with individuals or small groups of children identified as having SEND.
- Working with other groups of children as directed by the class teacher while the class teacher works with the children with SEND.
- Supporting children in class, keeping them focussed and on task, in order to gain full access to the National Curriculum.
- Supporting children with social emotional and mental health difficulties, physical or medical difficulties.
- Meeting with outside specialists to discuss SEN support plan, IBP or programmes of work.
- Monitoring SEN support plans and IBPs and reporting back to the class teacher, SENCO and line managers – where appropriate.
- Keeping up to date SEN support plan *records to monitor children's progress*.
- Supporting children with SEND during educational visits.
- Supporting the class teacher when a child with an IBP may require periods of time of withdrawal from the classroom.

It is vital that support is provided as and when the SEN support plan or IBP states and that regular work, recording and monitoring takes place. This must be considered when planning for support staff within your classroom.

In service training

In order to meet the needs of the children the staff should have access to on - going training in SEN. All staff, teaching and non-teaching, will be encouraged to attend training appropriate to the needs of the children they are working with.

Resources

The SENCO has been allocated a sum of money to purchase resources for SEN, please see the SENCO to request specific resources for individual children. Some programmes of work have already been purchased to support children across school. There are other SEND resources held centrally but it is worthwhile consulting with colleagues as more and more are being held by teachers in their classrooms.

Outside Support Agencies

At Harehills we make full use of the range of specialist support available to children with SEND. After consulting parents the SENCO may involve outside agencies. These agencies give advice and practical

support for children with learning, behavioural, communication, physical and medical difficulties. They can support with assessment, programme planning, behaviour management, use of resources and in service training.

Such advice comes from:

- *Children's Services* – Complex Needs including: Educational Psychology, EY/SENIT and SENIT
- The Deaf and Hearing Impaired Team (DAHIT)
- The Visually Impaired Team (VIT)
- STARS
- Speech and Language Therapy NHS and Chatterbug
- School Nursing Team
- Occupational Therapy
- Physiotherapy
- AIP
- Child Development Centre
- Child and Adolescent Mental Health Service (CAMHS)
- Cluster referrals
- Social Care

The Governing Body

The Governing Body, in cooperation with the head teacher, has overall responsibility in ensuring that all children with SEND receive help and assistance as appropriate. In order that learning difficulties do not limit educational progress governors and staff should work closely together. The Governing Body will support the in service training needs of teachers and support staff to improve standards. The SEND Governors meets with the SENCO termly and reports back to the SLT and the Governing Body. The Governors report to parents annually on SEND provision at Harehills, in line with the Code of Practice. Comments from parents are always welcome. The Governor for SEND is Sam Paechter.

Complaints Procedure

The school will attempt at all times to develop a positive working relationship with parents. In the first instance, parental concerns should primarily be taken to the **class teacher**. If the class teacher can address the concerns they will, otherwise they may be taken to the SENCO. The SENCO will ensure that the parents are informed about SENDIASS and work with the parent to resolve the concern. The SENCO will keep the head teacher informed of any concerns. If the matter remains unresolved, the head teacher will be informed and a meeting arranged to try to resolve the matter. In cases where resolution is not possible, the matter will be passed onto the Governing Body and the parents informed of the LEA complaints procedure.

Reviewing the Special Educational Needs Policy

Every year the SENCO will write an action plan and a Governors report will be written to parents explaining the actions taken by the SENCO and the impact upon and progress made by children with SEND.

The school will review the effectiveness of the SEND policy on a yearly basis as part of the school improvement plan. This will enable the school and parents to measure the progress of pupils receiving support and will enable the school to assess whether or not the FFI allocation is being used as effectively as possible.

In reviewing the policy the school will use the following indicators:

- Inclusion of SEND pupils within the classroom setting
- Success of SEN support plans and IBPs at reviews
- Income and expenditure on pupils with *EHCP*'s and high levels of FFI
- In service
- Use of support services
- Parental involvement

Mrs Alison Liversage (SENCO)

Miss Caroline Pallas (AHT for SEND)

Mrs J Summerfield: Headteacher

Reviewed March 2021

Review date March 2022

Caroline Pallas and Alison Liversage