

Holy Trinity Rosehill CE (VA) Primary School



Special Educational Needs Policy

POLICY FOR SPECIAL EDUCATIONAL NEEDS

Holy Trinity Rosehill C.E. (VA) Primary School is committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities.

This policy has been formulated with due regard to the Special Educational Needs and Disability Code of Practice 2014 and the Equality Act 2010.

DEFINITION OF SPECIALEDUCATIONAL NEEDS

Holy Trinity Rosehill CE (VA) Primary School adopts the definition of special education needs as stated in the Special Education Needs Code of Practice (DfES, November 2001).

Children have **special educational needs** if they have a learning difficulty that calls for special educational provision to be made for them.

Special educational provision means educational provision that is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools in the area. (CoP 1:3)

Children have a learning difficulty if they:

- a. have a significantly greater difficulty in learning than the majority of children of the same age; or
- b. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

Children should not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

AIMS AND OBJECTIVES

We aim for **all** children to have the opportunity to achieve their full potential. In providing for children identified as having special education needs (SEN) at Holy Trinity Rosehill CE (VA) Primary School we aim to:

- Ensure that all pupils are valued equally.
- Promote a positive self-image of all children in the school.
- Have high expectations of our pupils.
- Ensure that the classroom management, teaching and differentiation of work is appropriate to the individual needs of the child and that all children make progress.
- Regularly review and evaluate children's progress and to work in close partnership with parents/carers and children.
- Ensure that Special Educational Needs are identified and assessed as early as possible.
- Raise awareness of staff, pupils, parents and Governors of the needs identified.
- Ensure that all children have access to a relevant, broad and balanced curriculum.

- Work proactively with the LA and other agencies, including Social Services, parent support groups, psychologists and medical services, in identifying, assessing and meeting Special Educational Needs.
- Maintain and develop a range of expertise within the school by training all staff with regard to SEN.
- Promote an awareness of physical, emotional, behavioural and social needs of children in our primary school.
- Ensure that as far as possible (within financial constraints) appropriate resources, both human and physical are provided to enable children with Special Educational Needs to access the curriculum.
- Use guidelines provided by the LA and SEN Toolkit and refer to the Code of Practice.
- Monitor, review and evaluate policy and provision on a regular and systematic basis.
- Encourage pupils to be self-motivated, confident and positive in their approach to overcoming difficulties

ADMISSION ARRANGEMENTS

Holy Trinity Rosehill CE (VA) Primary School strives to be a fully inclusive school. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996 (Section 316), if a parent wishes to have their child with a statement educated in the mainstream, the LA must provide a place, unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

ROLES AND RESPONSIBILITIES

Provision for children with special educational needs is a matter for the school as a whole. The Governing Body, Senior Leadership Team, SENCO and all other members of staff have important responsibilities. SEN provision is an integral part of the School Improvement Plan.

Governing Body

The Governors determine the staffing and funding arrangements and generally oversee the school provision and work.

The Governor with responsibility for SEN are Mrs Shirley Bradbury. Her role involves monitoring the school's work on behalf of the children with SEN.

The Governing Body of Holy Trinity Rosehill CE (VA) Primary School endeavours to follow the guidelines as laid down in the Education Act 1966 and included in the Code of Practice 2001 in order to:

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- Ensure that where school has been informed by the LA that a pupil has special educational needs, those needs are made known to those who are likely to teach them

- Ensure that all teachers are aware of the importance of identifying and providing for those pupils who have special educational needs
- Ensure that a pupil with special educational needs joins in the activities of the school, so far as is reasonably practical. This should be compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated, as well as the efficient use of resources. (CoP 1:21).

Head Teacher

The Head Teacher, Ms Rachel Orr, has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Head Teacher keeps the Governing Body fully informed on SEN issues. The Head Teacher works closely with the SEN coordinator. (CoP 1:29)

SENCO

The SEN Co-ordinator (SENCO), with the Head Teacher, plays a key role in determining the strategic development of the SEN Policy and provision in the school in order to raise the achievement of children with SEN. The SENCO at Holy Trinity rosehill CE (VA) Primary School is Mrs Helen Green.

The SENCO takes day-to-day responsibility for the operation of the SEN policy and co-ordinates the provision for individual children, working closely with staff, parents and carers and other agencies. The SENCO meets regularly with all staff. The SENCO provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with SEN. The SENCO collaborates with Curriculum Leaders so that the learning for all children is given equal priority. (CoP 4:15)

At Holy Trinity Rosehill CE (VA) Primary School the principle responsibilities for the SENCO include:

- Overseeing the day-to-day operation of the SEN policy
- Co-ordinating provision
- Liaising with, and advising, teachers
- Overseeing the records of all children with Special Educational Needs
- The administration of reviews and SEN Register
- The administration of a Costed Provision Map
- Liaising with parents of children with SEN
- Contributing to the CPD of staff
- Liaising with external agencies, including the LA support and Educational Psychology Services, Health and Social Services and voluntary bodies.

At Holy Trinity Rosehill CE (VA) Primary School we acknowledge the importance of this role and the time required for managing special educational needs. The SENCO is given time for administration and monitoring, currently one afternoon per week.

All Teaching and Non-Teaching Staff

All staff are involved in the development of the school's SEN policy and are fully aware of the procedures for identifying, assessing and making provision for pupils with SEN.

Class teachers are fully involved in providing for the needs of the children in their care, as well as collecting additional information for the SENCO and other agencies. Teachers also complete a provision map identifying allocation of resources and support, in addition to adding to pupils' chronologies.

Class teachers are responsible for setting suitable learning challenges, responding to pupils' diverse needs, for overcoming potential barriers to learning and for monitoring progress.

When teaching assistants are employed to support a child with special needs, the responsibility for planning work and monitoring progress for that child remains with the class teacher. Teaching assistants should be provided with planning which informs them of the learning objective and expectations. The T.A may need to adapt a task to meet the specific needs of the child, in which case the T.A should then feed back to the class teacher.

STAFF DEVELOPMENT

The SENCO attends relevant in-service training and LA briefing meetings. Such meetings provide an opportunity for all the SENCOs in the Local Authority to discuss a wide range of issues and to share best practice.

Staff regularly discuss special educational needs issues and are given opportunities to identify training needs and areas for development. Opportunities are provided for all staff to up-date their knowledge of specific needs through in-service training as well as specialist training provided by the Local Authority and other external agencies.

PARTNERSHIPS

At Holy Trinity Rosehill CE (VA) Primary School, we believe that successfully meeting the needs of children with SEN requires a strong partnership between all those involved - parents/carers, children, school staff, the Local Authority and other agencies. We realise the importance of a clear understanding of roles and responsibilities, including clarity of information and good communication.

Parents

At Holy Trinity Rosehill CE (VA) Primary School, we value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents, recognising and respecting their roles and responsibilities. Parents are encouraged to work with the school and other professionals to ensure that their child's needs are identified and met as early as possible.

At Holy Trinity Rosehill CE (VA) Primary School, we endeavour to support parents so that they are able to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEND Code of Practice
- Understand procedures and documentation
- Express their opinions
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents are encouraged to seek help and advice from the LA Parent Partnership Service, which should provide support, information and relevant training.

The school informs parents when special needs are first identified and keeps parents informed of any changes, encouraging them to participate from the outset and throughout their child's time at the school. They are given copies of their child's targets and advice on how they can support their learning. Parents are involved in the review of their child's targets at consultation evenings and their views are recorded.

At Holy Trinity Rosehill CE (VA) Primary School, we acknowledge the difficulties parents can face when their child is going through Statutory Assessment; therefore, we endeavour to provide support as the child goes through this process.

Parents are informed of the Special Educational Needs Policy implementation and any changes to the policy in the Annual Report. This policy is available on the school website.

Equally, parents have a responsibility to communicate with school and we would expect parents to alert teachers to any concerns regarding their child's education and to any issues that might affect their child's progress in school.

The Voice of the Child

Children with special educational needs or disability often have a unique knowledge of their own needs and views about what sort of help they would like to help them make the most of their education.

At Holy Trinity Rosehill CE (VA) Primary School, we encourage pupils to participate in their learning by being involved with reviewing their progress and setting new targets with their teacher on a regular basis.

Children's views are sought and valued as part of the Assess, Plan, Do and Review process. All children at our school are encouraged to contribute to their review by stating beforehand how they feel they have progressed to reach their targets. All pupils are encouraged to attend annual reviews of statements to express their opinions and share their success. This is considered a vital and valuable part of the review process.

External Agencies

School works closely with a wide range of professional agencies offering support and advice for children with special educational needs. The SENCO and the Head teacher are responsible for liaising with external agencies, when applicable. These include; Educational Psychological Service, Specialist Learning Team, Behaviour Support Service, Speech Therapy, Education Social Worker, Attendance Officer CAMHS and Alliance Counselling Services..

We take every opportunity to develop the knowledge, skills and abilities of our staff through in-service training and professional support from these external agencies.

Health professionals are regular visitors to school and cover a range of services including regular health screening, delivering health and relationship education programmes and physical therapies.

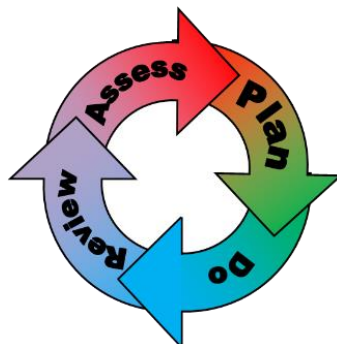
IDENTIFICATION

The SEND Code of Practice does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas.

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health Needs
- Sensory and/or Physical

We are continually developing knowledge and resources to assist staff in the early identification of specific needs. A continuous cycle of assessment, planning and teaching is in place, which takes into account the wide range of abilities, learning styles and interests of children. The majority of children will learn and progress within these arrangements. Those children whose attainments fall significantly outside the expected range may have special educational needs.

Where special educational needs have been identified, our school adopts a graduated approach based on a four-part cycle of Assessment, Planning, Action and Reviewing.



Assess

In identifying a child as needing SEN support the class teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment. It also draws on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments.

Plan

Where it is decided to provide a pupil with SEN support, parents will be formally notified. The class teacher, in consultation with the SENCO and parents, will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment
- Small group or individual support
- Specific intervention programmes
- Mentoring
- Adaptations to the curriculum
- Adaptations to the learning environment
- Additional processing time
- Examination access arrangements
- Advice or involvement from external agencies
- Access to LA support services for one-off or occasional advice on strategies or equipment

Do

The class teacher remains responsible for working with the child on a daily basis, even when interventions involve group or one-to-one teaching away from the main class. Teachers work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The impact and effectiveness of the support is reviewed at least termly.

The class teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an EHC plan, the Local Authority must review that plan annually.

Records

Class teachers keep a record of targets, provision and outcomes for all children identified as having SEND. These records also include discussions with parents and any advice or recommendations from external agencies. Every child, deemed as having SEND, will have an Assess, Plan, Do, Review record sheet, (See Appendix 1) where a copy is kept by the class teacher, a copy is filed in the child's SEN file in the SEN room and a copy is sent home for parents.

Requesting an Education Health and Care Plan Assessment

The special educational needs of the majority of children in Holy Trinity Rosehill CE (VA) Primary School are met effectively through SEN support detailed above. However, in a small number of cases, where the child has not made expected progress despite this action, the school or parents may consider requesting an Education, Health and Care plan assessment by the Local Authority.

Where a request for an assessment is made by the school, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including reviews.

Where the evidence submitted suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and therefore may require special educational provision, which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for an Education, Health and Care Plan assessment. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an EHC Plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- Establish and record the views, interests and aspirations of the parents and child or young person.
- Provide a full description of the child's special educational needs and any health and social care needs.
- Establish outcomes across education, health and social care based on the child's needs and aspirations.
- Specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes.

A local authority must conduct an assessment of Education, Health and Care Plan when it considers that it may be necessary for special educational provision to be made for the child.

Education, Health and Care Plan (EHCP)

When the LA has completed its assessment of a child, it will decide whether to issue an EHCP.

This will include:

- **Section A:** The views, interests and aspirations of the child and his or her parents or the young person.
- **Section B:** The child or young person's special educational needs.
- **Section C:** The child or young person's health needs which are related to their SEN.
- **Section D:** The child or young person's social care needs which are related to their SEN or to a disability.
- **Section E:** The outcomes sought for the child or the young person. This should include outcomes for adult life. The EHCP should also identify the arrangements for the setting of shorter term targets by the early years provider, school, college or other education or training provider.
- **Section F:** The special educational provision required by the child or the young person.
- **Section G:** Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN. Where an Individual Health Care Plan is made for them, that plan should be included.
- **Section H1:** Any social care provision which must be made for a child or young person under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970.
- **Section H2:** Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN. This will include any adult social care provision being provided to meet a young person's eligible needs (through a statutory care and support plan) under the Care Act 2014.
- **Section I:** The name and type of the school, maintained nursery school, post-16 institution or other institution to be attended by the child or young person and the type of that institution (or, where the name of a school or other institution is not specified in the EHCP, the type of school or other institution to be attended by the child or young person).
- **Section J:** Where there is a personal budget, the details of how the personal budget will support particular outcomes, the provision it will be used for including any flexibility in its usage and the arrangements for any direct payments for education, health and social care. The special educational needs and outcomes that are to be met by any direct payment must be specified.
- **Section K:** The advice and information gathered during the EHCP assessment must be attached (in appendices). There should be a list of this advice and information.

If the Local Authority declines to issue an EHC plan, clear reasons for this decision must be provided to parents and they have a right to appeal.

Annual Review of an EHCP

All EHCPs must be reviewed at least annually. The purpose of the review is to discuss progress towards objectives identified in the plan and to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified. The review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

RECORD KEEPING

At Holy Trinity Rosehill CE (VA) Primary School children's SEN records, along with LAC files and safeguarding documentation are kept in pupil's individual folders in a secure cabinet, in our locked SEN room on the Rosehill Site. The head teacher, the deputy head teacher and the SENCO have their own key to the room; a spare key is kept in the office on the Rosehill Site. In addition, staff have a SEN file in which they keep copies of targets and relevant reports for children in their class.. Information on children with particular special needs or medical conditions are displayed in both staffrooms for supply teachers and support staff.

Class teachers complete a class provision map each term which identifies how additional support is used. Information from this is used by the SENCO to monitor the progress and effectiveness of interventions.

All vulnerable children, including those with SEN have a chronology where staff write any incidents that are related to the child. This could include; meetings, assessments, receiving of reports or other information. The chronology is updated as when any event/incident occurs. This is completed using CPOMS.

RESOURCES

All schools in Stockton receive funding for pupils with SEN.

- The base budget covers teaching and curriculum expenses as well as the cost of the SENCO.
- The delegated SEN budget covers additional support required for the majority of children with SEN.
- Schools may apply to the LA for top-up funding for children with a high level of need.

Holy Trinity Rosehill CE (VA) Primary School follows LA guidance to ensure that all pupils' needs are appropriately met.

Some agencies offer a level of support which is free to schools. In addition to these free services Holy Trinity Rosehill CE (VA) Primary School has chosen to buy in additional support from the Educational Psychology Service.

Holy Trinity Rosehill CE (VA) Primary School has acquired a range of resources which are intended to support pupils with a variety of special educational needs. The majority of these resources are stored in the SENCO's classroom, although some are kept in classrooms for use by individual children. The SENCO has a range of books and resources on specific conditions which are available to staff and parents.

The school building is currently accessible for disabled pupils.

Holy Trinity Rosehill CE (VA) Primary School has a duty to provide accessibility for disabled pupils in order to:

- Increase the extent to which disabled pupils can participate in the Curriculum.
- Increase the physical accessibility of school premises for disabled pupils
- Improve the delivery to disabled pupils of information provided in writing for pupils who are not disabled.

MEDICAL CONDITIONS

Children with medical conditions eg. diabetes, heart conditions, cerebral palsy, Visual impairment, hearing impairment, severe allergies etc. should be identified and their details passed to the SENCO and the designated first aiders on each site for inclusion on the special needs board in the staffroom. The class teacher should regularly discuss the condition with parents so that they are updated of any changes or potential problems. It is parents' responsibility to check the expiry dates of inhalers and epi-pens stored in school and to replace them as necessary.

EVALUATION

This policy is the subject of continuous review by the Head Teacher, SENCO, Governing Body, teaching and non-teaching staff.

The successful operation of the school's SEN policy is measured in relation to:

- A child's progress.
- A child's access to the National Curriculum.
- The impact of support.
- The successful implementation of the different stages of SEND provision.
- Children with SEND achieving similar levels of progress to all children.

The success of the school's SEND policy and provision will be evaluated through:

- Monitoring of classroom practice by the SENCO and Leadership Team
- Analysis of pupil progress made in school work and test results.
- Value added data for pupils on the SEND register.
- Monitoring of procedures and practice by the Governor with responsibility for SEND.
- School self-evaluation

The quality of SEND provision is reviewed at the end of each academic year and outcomes of the review inform planning for the following year.

TRANSFER ARRANGEMENTS

The SENCO meets with the SENCO at Ian Ramsey school and other secondary establishments during the summer term, where records are passed on and discussions held regarding the needs of individual children. Appropriate arrangements for children with SEN are made to visit the secondary school regularly before they transfer.

All children who have a statement/EHCP at year 6 will have had provisional recommendations made the previous year at the annual review meeting, to allow parents to consider all available options for secondary education.

ARRANGEMENTS FOR COMPLAINT

If a parent/carer is concerned about any issues regarding the education of their child, they should refer to the school complaints procedure.

If there continues to be a disagreement with regard to the SEND provision, the LA should make arrangements that include the appointment of independent persons, with a view to avoiding or resolving disagreements between the parents and the school. Parents have a right to appeal to a SEND tribunal at any stage.

More detailed information can be found in the SEND Code of Practice 2014.

Appendix 1



Holy Trinity Rosehill VA CE Primary School



Name of child	
Date of birth	
Year Group and Class	
Teacher	
SEN Status	
Autumn Term/Spring Term/Summer Term Transition Meeting including sharing of information with new class teacher. (highlight which meeting)	Present:-
Additional comments	Add here any key information about appointments made eg (hearing, vision etc...) as well as information from parents staff need to know/be aware of.

<p>ASSESS</p> <ul style="list-style-type: none"> • Identification of children with special educational needs and/difficulties • Parent concerns • Intervention • Involvement of pupils • SENCO 	<p>Areas of strength/progress made:-</p> <ul style="list-style-type: none"> • • Areas to develop/next steps:-
<p>PLAN</p> <ul style="list-style-type: none"> • Teaching and supporting children with special educational needs and/or difficulties • Sharing of information with school staff, external agencies and parents • Facilities and extra-curricular activities • Transition 	<p>Identify specific aspects from the assessment tracker using the dimensions and aspects that will be the focus of the child's learning:-</p> <ul style="list-style-type: none"> •
<p>DO</p> <ul style="list-style-type: none"> • Delivery of school provision • The role of teachers • Adults working with your child • External services and agencies • Parental involvement 	<p>Identify who will be teaching/supporting, sessions, small group work, specific programmes of work:-</p> <ul style="list-style-type: none"> •
<p>REVIEW</p> <ul style="list-style-type: none"> • Communication with parents • Assessing and evaluating pupil's provision • SEN policy • LA Local offer • Further information 	<p>At each parents' consultation evening, review the progress and identify new areas of learning upon which to focus and complete a new Assess/Plan/Do/Review map.</p>