



HARVEY ROAD PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

COMPLIANCE

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

- Equality Act 2010: advice for school DfE Feb 2013
- SEND Code of Practice July 2014
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Schools SEND information report

AIMS

Harvey Road Primary School aims to provide an inclusive and broadly based education for all pupils so that they grow in confidence and self-esteem.

It is our objective to provide a safe and caring environment where each pupil will be encouraged and taught in a manner sensitive to their individual needs so they may achieve their maximum potential.

We recognize that each child is a unique individual, with his or her own unique contribution to make to the life of the school.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS, SEND Code of Practice 2014

Definition of Special Educational Needs is 'a child or young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of the other at the same age'.

SEN IS DIVIDED INTO 4 TYPES

Communication and Interaction - this includes children with speech and language delay, impairments or disorders and those who demonstrate features within the autistic spectrum.

Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties.

Social, Mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.

- Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.
- Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.
- A child must not be regarded as having a learning difficulty solely because he or she has English as an additional language.

DISABILITY

- Some young people may have a disability under the Equality Act 2010 – definition - those who have a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.
- Where such a pupil requires special educational provision they will be covered by the aims of SEND policy.
- We will make *reasonable* adjustments to ensure that disabled pupils are not at a substantial disadvantage compared to their peers.

EDUCATION, HEALTH AND CARE PLAN (EHCP)

- Very occasionally a child has complex needs where provision cannot reasonably be delivered through services that are normally available.
- The school and/or parents may request Education, Health and Care assessment from the local authority. If successful an EHC plan will be drawn up at a multi-disciplinary meeting in which the views of the parents and the child are central.
- The EHCP will be reviewed annually.

OBJECTIVES IN THE SEND POLICY TO MEET THESE AIMS ARE:

- to foster positive attitudes to learning amongst children, parents and staff
- to identify and assess children with special educational needs as soon as possible
- to ensure that all learners make the best possible progress
- to communicate and involve parents as soon as a concern is raised and to help and support them by providing them with all the information available
- to ensure that children with special educational needs and/or disabilities are able to partake in all activities and contribute fully to school life
- to ensure, when appropriate, that learners express their views and are fully involved in decisions which affect their education
- to provide support and advice for all staff working with children with SEND
- to ensure access to a range of resources to support staff in their teaching of children with SEND
- to promote effective partnership and involve outside agencies when appropriate
- to ensure the governors of Harvey Road School are involved and aware of the SEND provision in the school.

The success of the school's SEND policy will be judged against the aims set out above.

ROLES AND RESPONSIBILITIES

The Code of Practice states that "all teachers are teachers of pupils with special educational needs. Teachers are responsible and accountable for the progress and development of all the pupils in their class".

- Teaching such pupils is therefore a whole school responsibility, requiring a whole school response.
- High quality teaching differentiated for individual pupils is the first step in responding to pupils who have or may have SEND: additional intervention and support cannot compensate for a lack of high quality teaching.
- There is a named teacher with responsibility for SEND, Inclusion Co-ordinator (INCo), Jo Shillibeer who is working towards specialist SEND qualifications.
- Helen Harris and Judy James are the named SEND governors but the governing body as a whole is responsible for making provision for pupils with SEND.

The INCo is responsible for:

- coordinating provision for children with special educational needs so that the barriers to learning might be overcome
- liaising with and advising fellow teachers and learning support assistants
- overseeing the records of all children with special educational needs
- tracking, monitoring and evaluating SEND children's progress carefully to monitor impact of interventions and direct future actions required
- contributing to and organizing, with the headteacher, the in-service training of staff
- liaising with external agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- reporting regularly to the governors with responsibility for SEND
- The INCo monitors the effect of this policy on the progress of the children across all vulnerable groups, including but not exclusively; SEND, EAL, Pupil Premium and Children Looked After.
- assessing the resource needs for the subject
- Direct intervention with children with SEND when required

ADMISSION ARRANGEMENTS

- Harvey Road School has adopted Hertfordshire's admissions arrangements. The school welcomes a mixed ability intake, which reflects the social and cultural aspects of the locality.
- Some children may be identified as having a disability and/or SEND before entering the school and some may already have an Education, Health and Care Plan. As an inclusive school we will make every effort to seek advice and secure adequate provision to accommodate children's needs.

SPECIAL FACILITIES

The school is a single storey building and there is optimum access to all facilities and all parts of the school, irrespective of ability or disability.

- There is a shower in the nursery area
 - Rooms are available for work with individual children or small groups withdrawn from the classroom
- Where appropriate the school will have the resources recommended by the advisory teachers for children with physical or medical needs.

RESOURCES

- The governors employ an INCo who works 0.4 of the week
- All year groups have a teaching assistant every morning and some afternoons

- If required additional support is deployed for individual children
- Staff training internally and externally help to ensure that all staff have an up to date working knowledge of SEND issues and current legislation
- Information re Pupil Premium Funding is published on the school website
- If a child has exceptional needs the school can apply to county for Exceptional Needs Funding allocated for a fixed term
- Staff should be able to differentiate work for most pupils using the resources available

IDENTIFICATION, ASSESSMENT AND PROVISION

Identifying children with SEN

- Harvey Road is committed to early identification
- The identification of needs is made possible through the continuous assessment and monitoring of the child's progress
- Slow progress and low attainment do not necessarily mean that a child has SEND
- Progress which:
 - a) is significantly slower than that of their peers starting from the same baseline
 - b) fails to match or improve the child's previous rate of progress
 - c) fails to close the attainment gap between the child and their peers
 - d) widens the attainment gap
 could indicate that the child may have a degree of SEND.
- When the evidence suggests that the pupil is not making the expected/adequate progress, the class teacher will consult with the INCo to decide whether interventions are necessary which are *additional* to and/or *different from* those provided through the school's differentiated curriculum and strategies.
- Where a special educational need is established, the school, in partnership with parents/carers and where appropriate the child, will adopt a graduated response to meet the needs in line with the recommendations of the Code of Practice 2014.
- The four step response consists of ASSESS, PLAN, DO & REVIEW.
- A register is kept.
- The class teacher remains responsible for the child but the INCo will review and monitor the action, giving guidance and support when required.
- An individual or group intervention will be implemented
- The target plan will detail
 - a) Short term targets to achieve desirable outcomes
 - b) Teaching strategies to be used to achieve the targets
 - c) Who will deliver the provision and when will it be given
 - d) Parental involvement to support their child's progress
 - e) The review date
- Parents will be involved at each stage and invited to the reviews.
- If the school or parents wish for further advice from outside professionals the school will make a referral.
- The plan will reflect any recommendations or targets set by the outside professionals.

EDUCATION, HEALTH AND CARE PLANS (EHCP)

- Very occasionally a child has complex needs where provision cannot reasonably be delivered through services that are normally available. The school and or parents may request an Education, Health and Care assessment. If successful an EHC plan will be drawn up at a multi-disciplinary

meeting in which the views of the parents and child are central. The aim is to have a child centred approach focusing on favourable outcomes. The EHC plan is reviewed annually.

- Planning for Secondary Transfer will begin in the Spring term of year 5 with additional review to allow appropriate options to be considered. The INCo will liaise with the secondary school so effective arrangements are in place.

TEACHING AND LEARNING

- It is our policy to provide a broad and balanced curriculum for all our children. All pupils are entitled to a curriculum which is relevant to their needs, and builds on their strengths, enables progression at an appropriate rate and level and allows all pupils to experience success.
- Teachers are responsible and accountable for the progress and development of the pupils in their class.
- Teachers will be aware of the needs and abilities within their classes and will use a variety of approaches and materials to meet these needs, ensuring that the work will be adapted to suit pupils' different learning styles.
- Identified pupils will have the opportunity to work with the INCo or teaching assistants, either individually or in small groups.
- Our subject policies provide further details of how this is addressed in the different curriculum areas. As subject policies are reviewed, statements on inclusion and provision for all pupils are included.
- All pupils have targets set termly and these are tracked and monitored.
- Intervention programmes are used to support children who are experiencing difficulties

PUPIL AND PARENT PARTICIPATION

- All pupils contribute to the target setting process and those with SEN are closely involved in the process, setting targets, monitoring progress and reviewing targets.
- Parents have a vital part to play in each child's development and education. It is therefore crucial that the parents are informed at the earliest opportunity if a child is considered to have a special need so that, in consultation, we can consider the best way to meet this need.
- Class teachers will use parent consultation evenings to discuss pupils' needs and to review any set targets.
- The parents will be involved in reviews of SEN plans.
- Further consultation meetings may be arranged by mutual agreement.
- The INCo may request a meeting with parents at other times to review progress, make a referral or receive feedback from other professionals.
- Parents will always be consulted before a child is referred to an outside agency.
- Records of all meetings with parents will be kept.

MONITORING AND EVALUATION

The policy will be reviewed by all teachers, classroom assistants and SEND governors. The main criteria used to evaluate this policy will be:

- evidence of planning for pupils with SEND in teachers' individual planning
- whether parents, pupils and teachers consider the support appropriate
- the level of understanding and co-operation it fosters with parents
- the ease with which it enables teachers and children to receive the support they require
- an increase in the numbers of pupil with special educational needs meeting curriculum targets

IN SERVICE TRAINING

- All staff, teachers and support staff will have regular opportunities to broaden and deepen their knowledge of SEND.
- There are regular staff meetings to discuss SEND issues.
- Courses are made available, within the constraints of the budget to all staff with priority given to teachers, LSAs working with SEND children.
- Staff feedback on courses to all staff at staff/LSA meetings
- Specialist teachers are invited to speak to all the staff on specific difficulties eg Dyslexia, Speech & Language
- The INCO meets with the Learning Support Assistants weekly.

LIAISON WITH OTHER PROFESSIONALS

External Support services play an important part in helping the school identify, assess and make provision for pupils with special educational needs.

- The school receives 2/3 yearly visits from the Educational Psychologist
- There is ongoing support from the Speech Therapy Service
- Advice about individual programmes of work may be obtained from Laurence Haines SpLD Base and Colnbrook Outreach Service
- When necessary the school meets with other agencies and professionals such as counsellors, social workers, health workers, Family Support workers and occupational therapists
- The INCo provides information to the secondary school INCos to promote the smooth transfer of pupils with SEND
- Where a child has complex needs requiring the involvement of more than one outside agency a Common Assessment Framework Form (CAF) may be completed by all the professionals following a meeting

COMPLAINTS PROCEDURE

Any queries or complaints should initially be addressed to the class teacher and or the INCo. If this fails to resolve the matter the complaint should be referred to the Head or the Governors who will deal with the complaint in accordance with the School complaints policy.

Jo Shillibeer (INCo)
March 2015

Agreed by Governors: October 2015
Date for review: October 2019