

HAZELDENE SCHOOL



**SEN POLICY REVIEWED
July 2016**

SIGNED DATE.....
HEADTEACHER

SIGNED DATE

CHAIR OF GOVERNORS

TO BE REVIEWED SEPT 17

Rationale:

Hazeldene is committed to providing an appropriate and high quality education to all the children. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and have the right to be fully included in all aspects of school life.

We believe that all children should be equally valued in school, by all who attend and work there. We will strive to eliminate prejudice, direct or indirect discrimination and harassment (in accordance with the Equality Act 2010), and to develop an environment where we will foster good relations so all children can flourish and feel safe. We aim to engender a sense of community and belonging.

Working with the head teacher and school governors, the SENDCo aims to ensure that the school meets its responsibilities under the Equality Act 2010 and the New SEND Code of Practice (2014) with regard to reasonable adjustments and access arrangements for a child or children with a special educational need.

We aim to develop cultures, policies and practices by placing children and their parents at the centre of decision making. We aim to make reasonable adjustments and remove barriers in ways which take account of the children's varied life experiences, cultural or religious practices, learning styles, abilities and special educational needs or disabilities.

The head teacher, School Governors, SENDCo and staff believe that part of high quality provision for children is about equal opportunities for all learners, whatever their age, gender, ethnicity, physical or mental impairment, attainment and background, including:

- girls and boys
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are able, gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress
- any learners who are at risk of disaffection and exclusion

Defining Special Educational Need and Disability

The Special Educational Needs and Disability Code of Practice (2014), states that, 'A child has SEN if they have a learning difficulty or disability which calls for Special Educational provision to be made for him or her.' The child 'has a learning difficulty or disability if the child 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.' The Equality Act (2010) and SEN and Disability Code of Practice (2014) defines disability as '...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.' 'Long term' is defined as a year or more and 'substantial' is defined as 'more than minor or trivial'. This

definition 'includes sensory impairments such as those affecting sight or hearing and long term health conditions such as asthma, diabetes, epilepsy and cancer.' The SEN Code of Practice states that, 'Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.'

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical or mental impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment. The policy describes how the school endeavors to prevent direct or indirect discrimination, promote equality and foster good relations in accordance with the statutory Special Educational Needs and Disability Code of Practice (2014), The Children and Families Act (2014), the Equality Act (2010) and the Disability Discrimination Act (1995). The policy describes how the school aims to place the child and parents' aspirations at the centre of decision making with a focus on the desired outcomes for that young person.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Foundation and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may need further support, and that this may be immediate or longer term.

The Special Educational Needs and Disabilities Coordinator (SENDCo) is Mrs Vicky Norman.

The Governor for Special Educational Needs and Disability is Mrs Margaret Lambert.

Objectives

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs and those with disability.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through differentiated planning through high quality teaching by class teachers, and support staff as appropriate.
5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as requiring additional SEN support, children with disabilities or those with Statements, or statemented children converting to Educational, Health and Care Plans.

6. To ensure that pupils with SEND are perceived positively by all members of the school community, and that additional needs, and inclusive provision is positively valued and accessed by the children, staff and parents/carers.
7. To place parents/carers' wishes and aspirations and the child's needs and aspirations at the centre of all decision making.
8. To prepare children for the responsibilities, opportunities and experiences for the duration of their school career and later life and learning.
9. To involve the children themselves in planning and in any decision making that affects them.
10. To aim for aspirational outcomes for SEND children through a constant cycle of assess/ plan/ do/review.
11. To work closely with colleagues from health, social care and other educational settings.
12. To provide excellent transitional arrangements within school and between schools

Arrangements for providing access to learning and the curriculum (see also School Access Plan)

- The school will ensure that all children have access to a 'balanced and broadly based' curriculum, which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and that planning in line with the New 2014 National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their special educational need or disability unless it benefits the child to be withdrawn.)
- High Quality Teaching will ensure that learning opportunities will be absorbing, rewarding, effectively differentiated and aspirational.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Our Creative curriculum is differentiated to include appropriate learning outcomes for all pupils. Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate, and therefore reasonable adjustments will be made.
- The school will provide enrichment and extra curricular activities that are barrier free and inclusive.

Resources

Resources for children with SEND are purchased as appropriate and are matched to the children. Specific individual resources are purchased to support the children. Specialist resources are accessed for children with Statements of SEN or those children with a disability or an Education, Health and Care Plan through submission to LA, after specialist advice has been sought.

Access to Information (see also School Accessibility Plan)

All children requiring learning resources in formats other than print will have this provided.

We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.

We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.

We use a range of assessment procedures within lessons (such as photographing, role-play and drama, filming, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

Details of our plan to improve access to information, with targets, are contained in the school's Access Plan.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school follows the system of Assess/ Plan/ Do/ Review (Code of Practice 2014) for regularly observing, assessing and recording and revising the progress of **all** children. It is used to identify children who are not progressing in line with their targets and who may have additional needs - See Assessment Policy.

Tools for Assessment:

- . Person centred approaches such as pupil and parent interviews and questionnaires
- . Baseline assessment results
- . Transition data and information
- . Progress measured against the age related expectations in line with the New National Curriculum and age related Band Statements on Target Tracker.
- Key word and phonic assessments
- Sounds Write diagnostic assessments
- Progress measured against the revised P level descriptors
- Standardised screening and assessment tools for Reading and Spelling
- Observations of mental, emotional and social development
- An existing Statement of SEN/ Educational Health and Care Plan
- Assessments by a specialist educational, health or care service such as educational

- psychologist, pediatrician, speech and language therapist, Autism Advisory Teacher
- Advice from Another setting which has identified or has provided for SEND

The Graduated Response to SEND

Children with SEND will be identified as a result of observations made by the individual class teachers as well as by the regular screening and ongoing assessment procedures established in the school. Hazeldene meets the personalised needs of children through a graduated response as follows:

1. High Quality Teaching
2. SEN support in addition to High Quality Teaching
3. Statement/ Education Health and Care Plans

High Quality Teaching

Through High Quality Teaching (HQT) in class, the class teacher aims to ensure that each child is able to achieve their full potential. Each class teacher completes a **Class Provision Map** each term. This shows the learning provision for all members of the class in relation to the main contextual and assessment information for each pupil.

Class provision maps are updated termly to reflect the monitoring of pupil progress and well being in relation to their targets and in respect of reading and spelling assessments, the teacher's planning, intervention monitoring, pupil progress meetings between the Senior Leadership Team (SLT) and class teacher, pupil and parent voice, teacher marking of books and feedback ,dialogue between pupils, SLT book scrutinies and lesson observations and learning walks.

SEN Support

Where a period of differentiated personalised support through high quality teaching has meant the child has not made expected progress and achieved their best, or where the nature or level of a child's needs are unlikely to be met by such an approach, provision will be made for additional Special Educational Support. Some pupils may require SEN support in addition to High Quality teaching (HQT). Some of these pupils may require an individualised **Pupil Passport for Passport for Learning**.

Provision support for these children may take the form of work in small groups as well as some individualised support to meet their needs. The group may be taught by the class teacher and also supported by a TA. The responsibility for planning for these children remains with the class teacher in consultation with the SENDCo.

Pupil Passport for Learning

A **Pupil Passport for Learning (PPFL)** makes use of person centred approaches to create a formal record of what is important to the child, what they enjoy, who the members of their family are, medical or dietary needs and the views of the child and their parents/ carers. The document also indicates what the child finds difficult, how to help the child and who will help at home and school. The PPFL will be reviewed at least termly through person centred approaches with the parents and

the children, class teacher and/or SENDCo so that next steps can be identified. The PPFL will be updated in response to new professional guidance received from supporting external educational, health and care professionals.

Hazeldene has determined that a child may need a PPFL for one or more of the following reasons:

- The child has significantly greater difficulty in learning than the majority of others of the same age
- The child makes little or no progress in relation to their targets
- The child has a Standardised reading and/or spelling score below 85
- The child has a significant sensory, mental, physical or emotional barrier to their learning
- The child has a Statement or Education Health and Care Plan
- The child is being supported by external professionals such as Educational Psychologist, Speech and Language Teacher, Autism Advisory Teacher, Hearing Impairment Team
- The child has EAL and is a new entrant to the school (this is likely to be short term to assess/safety net entry to school and is not necessarily SEN)
- The child is receiving a specific in school intervention such as Rapid Read, Numbers Count, Speech and Language sessions, Forest School or support from the Learning Mentor

Statement/ Education, Health and Care Plan

If the child is making insufficient progress and his/her learning difficulties cannot be fully met by the school's existing provision, a decision will then be made, subject to parental consent and an assessment application to the Local Authority (see below) for a Statement or Education, Health and Care Plan (EHCP) to be provided for that child. The child will already receive a high level of support in school. If the assessment application is successful, this high level of support will continue and may be extended,

Request for Educational Health Care Plan

If the child is making insufficient progress and his/her learning difficulties cannot be fully met by the school's existing provision, a decision will then be made, subject to parental consent, to put the child forward for a statutory assessment. The LA will then consider the appropriateness of a statutory assessment, and, if necessary, carry out a multi-professional assessment.

The LA will consider the need for and, if appropriate, issue, an Educational Health Care Plan (EHCP) and arrange, monitor and review provision. A Statement is a written summary indicating the child's specific educational needs as well as the recommended support he or she will need. A Statement will be reviewed annually for children in years 1 - 4 and twice annually for children in Foundation.

To enable us to fulfil our aims we have:

- a nominated Governor responsible for Special Educational Needs provision in the school. The Governor will work closely with the Headteacher who has the overall responsibility for Special Educational Needs;
- the SEND Coordinator, who is responsible for overseeing the day-to-day provision for Special Educational Needs and for keeping the Headteacher informed; and
- curriculum subject co-ordinators as a back-up team to support and advise class teachers who have children with Special Educational Needs.

All children with Special Educational Needs are taught and supported in the classroom for the vast majority of curriculum time. There will be times when children are withdrawn from class for a more individual teaching input to help their progress further. This may be by a supporting teaching assistant, SENDCo, teacher or visiting professional.



Disability

Where a child has a disability such as 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, an **Individual Health and Care Plan (IHCP)** will be written. 'Long term' is defined as a year or more and 'substantial' is defined as 'more than minor or trivial'. This definition 'includes sensory impairments such as those affecting sight or hearing and long term health conditions such as asthma, diabetes, epilepsy and cancer.' The IHCP is written by the school nurse in consultation with parents, the class teacher, SENDCo and advising medical professionals. It is implemented by all those involved in the child's care at school. Procedures are followed in accordance with school policy.

An IHCP may be requested by school, the parents or supporting medical professionals. It will be updated should there be a change to the professional advice and in consultation with parents. The child will continue to have an IHCP unless the school is advised that this is no longer necessary by medical professionals and/ or parents.

Other circumstances may be substantial but not long term such as an injury to a limb. The disability may in this case be short term but substantial enough that the provision in school needs adapting. A Risk Assessment will be conducted by the Health and Safety Officer, in consultation with the Head Teacher, class teacher, parents and medical professionals. The risk assessment would remain in place for the duration of the disability. Other medical needs are covered by procedures outlined in the First Aid Policy.

The School's Arrangements for SEND In-Service Training

- The SENCO has successfully completed the National Award for SENDCos to inform practice and highlight developments in Special Needs Education and Disabilities.
- In order to ensure high quality provision, the school is committed to high quality continuing professional development. This serves to strike the balance between meeting the needs of the

children, the school development needs and the personalised CPD needs of the teachers and teaching assistants whereby a need is identified either at an individual pupil or whole class level. See CPD policy.

Links with Education, Health and Social Services, Education Welfare Services and any Voluntary Organisations

- The Educational Psychologist visits the school regularly, following discussions with the SENDCo as to the purpose of each visit.
- Professionals from the Service for Sensory Impairment and Communication Difficulties work in school to support children, both with and without Statements/ EHCP. The specialist advisors work directly with teachers and the SENDCo to develop plans and improve target arrangements.
- The Bedford Borough SEND team monitors the school's arrangements for inclusion and support, and arranges tools for self evaluation and audit.

The SENDCo liaises frequently with a number of other outside agencies, for example:

- Social Services
 - Education Welfare Service
 - School Nurse
 - Pediatrician
 - Speech Therapy
 - Physiotherapy
 - Occupational Therapy
 - Hearing Impairment
 - Autism Advisory Service
 - Early Years Advisory Teacher
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- The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENCO, and referrals will be made as appropriate.
 - Social Services and the Education Welfare Service will be accessed through the Social Services Team desk or the visiting education welfare officer as appropriate. Class teachers will alert the Child Protection Officer if there is a concern they would like discussed.
 - There are many voluntary organisations supporting SEN. The SENDCo maintains an up to date list. Parents/carers will be given details of these groups on request or as appropriate.

Parents/carers are informed if any outside agency is involved.

Arrangements for partnership with parents/carers

Staff and parents/carers will work together to support pupils identified as having special educational needs .

Parents/carers will be involved at all stages of the education assessment / planning/ doing and reviewing process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having SEND. The school adopts an open door policy and welcomes close working relationships with parents, in the best interests of the child.

Where appropriate, multi-agency meetings are set up in school to incorporate all stakeholders who are collaborating efforts to meet the needs of an individual child.

At Person centred review meetings with parents/carers we try to always ensure that the child's strengths as well as needs are discussed. Where we make suggestions as to how parents/ carers can help at home, these are specific and achievable and it is hoped that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

Pupil Passport targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All reviews will be copied and sent to parents/carers after meetings.

Ideas and materials for supporting learning at home will be discussed with parents/carers. Regular curriculum workshops are offered for parents/carers to attend.

Regular communication between school and home will ensure that concerns are acted on promptly. If parents feel the school has not followed its policy or fulfilled its duties the complaints procedure can be followed.

Links with other schools/Transfer arrangements

- Nursery staff (and SENDCo if required) will meet with staff from feeder pre- schools prior to pupils starting school. Home visits are carried out for children starting in our reception classes. Concerns about particular needs will be brought to the attention of the SENDCo. Where necessary the SENDCo will arrange a further meeting. A transition plan may be created to support the child's transition to Hazeldene.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENDCo will telephone to further discuss the child's needs.
- The SENDCo will meet with the SENDCo from the school (s) that Hazeldene children are transferring to in order to facilitate a smooth transition. All relevant paperwork will be shared, including the current PPFL/ statement/ EHCP/IHCP as appropriate. A transition plan may be created to support the child's transition to Hazeldene
- The SENDCo will liaise with colleagues from Health and Social care as appropriate where this is necessary to exchange information with the new school
- The SENDCo will work closely with middle school/ secondary settings and create a transition plan for all SEND children leaving Hazeldene. This will involve a graduated plan of visits by the new teachers to Hazeldene to meet the child and their parents/ carers and visits by the

child and their parents/ carers to their new school. This will be facilitated by the SENDCo with support from the class teacher and learning support assistant.

Admission arrangements

- Statemented/ EHCP children with a Special Educational Need and those with very exceptional medical needs are prioritised according to Hazeldene School's admissions criteria, contained in the school's Admissions Policy
- Where the school is over subscribed, the school follows the LAs rules on criteria for admission related to SEN.

Incorporating SEND into the curriculum

- The PSHCE curriculum and Values assemblies include issues of disability, difference and valuing diversity. Advice will be sought from Disabled People's organisations on appropriate resources.
- The library resources are regularly reviewed to ensure they include books that reflect the range of 'special educational needs' issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.

Terminology, imagery and disability equality

- The school is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.
- We also try to make sure we have positive images of disabled children and adults in displays, resources etc.
- We aim to make optimum use of Circle Time for raising issues of language and other SEN and disability equality issues.

Working with disabled parents/carers

- Hazeldene recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers' activities. We also make sure that we hold parents/carers' meetings in accessible locations.
- When a child starts at the school we ask the parents/carers about their access needs and then send notes/newsletters home in the required format e.g. audio tape, large print etc.

Disability equality and trips or out of school activities

- Hazeldene tries to make all trips inclusive by planning and risk assessing in advance and using accessible places.

- All children are welcome at our after school activities.

Evaluating the success of the Schools SEN and Inclusion Policy

Each term we analyse the data we have on attainment, we also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision. At the same time, we set new targets for the term or year ahead, aiming for:

- A reduction in the percentage of children with very low attainment,
- A reduction in behaviour incidents and exclusions

We report progress against these targets to the governing body. Termly, the SENDCo will provide information to the head teacher and governing body as to the numbers of pupils receiving SEN support, plus any with Statements and EHCP as well as any pupils for whom a request for an EHCP has been made. The Head will report on any whole school developments in relation to SEND, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.

The SENDCO will meet termly with the SEN Governor to discuss SEND and current concerns. Whole school monitoring and evaluation procedures will include many different types of monitoring (see monitoring policy). Outcomes pertinent to supporting provision and planning will be taken forward by the whole staff and used to build upon successful practice.

The policy itself will be reviewed annually by the SENDCo, Head teacher, Governors and Parents.

Dealing with complaints

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the class teacher or SENDCo, who will try to resolve the situation. If the issue cannot be resolved, the parent can submit a formal complaint to the Head teacher.

Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available, on request, from the school office.

