

SEN and Disability Policy



2017/18



Aims Of Handsworth Primary School

“A School With Great Expectations”

At Handsworth primary School we aim to provide a safe, caring and stimulating environment, which offers opportunities:-

- For everyone within the school to reach their full potential and develop self worth, self confidence, the ability to take responsibility for their own individual actions and resilience.
- For everyone within the school to have a sense of wonder, an enthusiasm for learning and help children to develop as independent thinkers and learners with enquiring minds.
- To encourage and develop a respect and understanding for others.
- To develop all partnerships, small and large, from the individual parent to the wider community and beyond to support children's learning.
- To give children access to a broad and balanced creative curriculum to attain the highest possible standards in relation to prior attainment through assessment and learning.

Equal opportunities

At Handsworth Primary school we believe that every child is entitled to equal access to a broad and balanced engaging curriculum, regardless of race, gender, class or disability. We positively celebrate diversity and difference.

Inclusion

- We are committed to promoting a learning and teaching environment for all that embeds the values of inclusive educational practices.
- We aim, through a child centred approach, to ensure that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.

Introduction

This document is a statement of the aims, principals and procedures for provision for children with Special Educational Needs and disability (SEND) and this policy should be read in conjunction with the policies on Admissions, Inclusion and Behaviour.

Principles:

1. At Handsworth, we regard our pupils as unique individuals with a variety of strengths. We will promote these strengths in order to build a positive self-image and to provide opportunities for each pupil to achieve.
2. We are committed to offering an inclusive curriculum to ensure the best possible progress for each of our pupils whatever their needs and abilities. We support pupils who need extra help to become independent and equipped with appropriate life skills. Our Admissions Policy is non-discriminatory and we are in the process of reviewing our disability access and provisions for disabled people.

Objectives:

The specific objectives of our SEN and Disability Policy are as follows: -

1. To identify pupils with special educational needs and disabilities, assess these needs and ensure their needs are met.
2. To ensure that pupils with special educational needs and disabilities have access to a broad and balanced curriculum and can participate in all the activities offered by the school.
3. To ensure that all learners make the best possible progress through early identification of pupils having difficulties.
4. To ensure that pupils with Special Educational Needs and Disabilities are able to make the greatest possible progress in the context of the National Curriculum, by providing timely and productive intervention for their particular needs.
5. To ensure that parents are informed of their child's special needs and that there is effective communication between parents and school.
6. To ensure that learners express their views and are fully involved in decisions which affect their education.

7. To promote effective partnership and involve outside agencies when appropriate ensuring that all partners are aware of their responsibilities.
8. To ensure there is a continuum of Special Educational Needs provision.
9. To ensure that a pupil with EAL is not considered to be SEN unless additional assessment raises other indicators.

The Governing Body as a whole is responsible for making provision for pupils with special educational needs. The Governing Body's link governor for SEN & Inclusion meets regularly with the Inclusion Manager and reports to the full Governing Body termly. An annual review of the SEN & Disability Policy is undertaken by the Governing Body and any amendments made in the light of review findings.

The school has an Inclusion Manager (Angela Struthers) who has completed the National Award for SEN Co-ordination and a nominated link Governor for Inclusion (Christine Rose).

The school is committed to early identification of special educational needs and adopts a graduated response to meeting need in line with the SEND Code of Practice 2015. A range of evidence is collected through the regular assessment and monitoring arrangements and through performance management meetings. If this suggests that the learner is not making the expected progress, the class teacher will consult with the Inclusion Manager in order to decide whether additional and/or different provision is necessary. There is no need for pupils to be identified or registered as having special educational needs unless the school is taking additional or different action. Many children are helped by in class interventions at an early stage. New children joining the school are tracked by pastoral support and records passed to the Inclusion Manager after checking by the Head Teacher. We recognise that there are groups of children who do not have a special educational need but progress and attainment may be impacted upon e.g. English as an Additional Language, Child Protection, Pupil Premium, Looked After Children, Attendance and punctuality issues, Disability, Health and Welfare and being a child of serviceman or woman. These groups are closely monitored.

Provision/action that is different or additional from that available to all will be recorded in a Learning Passport (LP) (A child's individual plan of support) and recorded and tracked on the school's "Provision Map". A child requiring this extra support will be included on the schools SEND register, parents and carers will be fully informed throughout this process. Learning Passports will be

written by the class teacher in consultation with the Inclusion Manager, pupils, parents, carers and other teachers when appropriate. It may also involve consultation and advice from external agencies.

The Learning Passport will set targets for the pupil and will detail:

- Information about the child.
- Short term achievable targets.
- Teaching and learning strategies to be used and how they may be achieved.
- Any special provision to be put in place.
- When the plan is to be reviewed.
- Success criteria. ('Now I can' section).

The Learning Passport will be reviewed termly, usually in October, February and June. Outcomes and targets achieved will be recorded. Parents/carers will be invited to participate in the target setting and review process. After a Learning Passport review new targets may be set for the learner. Children may be removed from the SEN register if they no longer require additional support.

Work done towards Learning Passport targets may be kept in a separate exercise book and other relevant work photocopied and added to provide evidence of progress towards targets.

If, despite interventions the school has evidence that a pupil is making insufficient progress we may seek further advice and support from outside professionals or refer for specialist advice. Pupils and parents/carers will be fully involved and kept informed about the involvement of external agencies and proposed interventions. We have developed links with the SEND success outreach service, Speech & Language therapy service, Child and Family Consultation Service, Early Intervention Prevention Team and Play Therapists. We have regular visits from our appointed Educational Psychologist, School Nurse, Early Help Team and the integrated Disability team.

The school's complaint procedures are available on the website. Your child's class teacher should be the first port of call in case of any difficulty regarding special needs as for any other matters.

The school makes an annual audit of training needs for all staff and training for special needs intervention is prioritised by the Inclusion Manager as part of this audit. Any child starting at Handsworth with identified special needs will

always be supported by staff trained before their arrival. The Inclusion Manager attends local SENCO network meetings in order to keep up to date with local and national updates in SEND.

Date of next review: May 2017

SEND (Special educational needs and disability) Support.

It is normal to differentiate each lesson taught in class for three ability groups. Every child is assessed half termly in the three foundation subjects, Reading, Writing and Maths. When a child falls below the level of their peers and is not achieving their potential it may be necessary to start intervention groups. Intervention groups are small groups with up to six children and are designed to enable the children to catch up on basic skills in literacy or numeracy and work with the rest of the class after the intervention. These interventions are usually available for children in years 1, 4 and 5. If a child does not catch up after intervention groups then they may take part in smaller groups of up to three children undertaking an intensive daily fifteen minute class. If after both of these courses the child has not caught up with the lowest group in class then they may need personal intervention differentiating the work for them personally.

We may ask for advice from an outside agency such as the Educational Psychologist. They will look at what provision has been put in place and suggest alternative interventions. This often, but not always, involves an input from a teaching assistant.

Each class teacher is requested to complete a provision map for their class and this information is collated into a whole school document. We can track all the interventions that each individual child has had and use this information to review provision. Provision maps are updated and reviewed termly.

The majority of children with SEN and disabilities will stay at this step. Resources and support are provided through the local offer for education health and care through universal and targeted services.

Personalised Education, Health and Care Plans. (EHC Plan)

If a child has a severe learning difficulty, usually putting them in the bottom one percent of their age range, a referral can be made to the borough for a formal assessment of their learning needs. This involves several agencies including health, Educational Psychologist and the Integrated Disability team, the school, the parents and the child. A referral to the Integrated Disability team can be made by parents, schools and other agencies. A meeting will be arranged which will include everyone involved with the child to decide whether to start an EHC Assessment. If it is decided that an assessment should start the family and professionals working with the child will complete reports within 6 weeks. Another meeting will be held to develop the EHC plan which will highlight what support the child requires. The family can request an individual budget to fund some of the interventions that are mentioned in the EHC Plan. The EHC Plan is reviewed annually, the school will organise the annual review and include all external agencies and family.

Additional Funding

For children who do not require an EHC Plan assessment but do require additional support that is above the schools notional £6,000 an application can be made for additional funding. We would need to complete a school SEN support plan for your child which has detailed information about what SEN support your child requires and how much that support would cost. We would send the SEN support plan to the relevant SEN officer to make a decision.

Further Reading

SEND Code of Practice 2015

<https://thehub.walthamforest.gov.uk>

www.walthamforest.gov.uk/localoffer

This policy is reviewed annually.

Last review July 2017

Next review date July 2019