



Haylands Primary

Special Education Needs and Disability Policy

Date approved: 28th November 2018

Signed: Sarah Dugdale

Chair of Governors

Review Date: November 2019

This policy complies with the statutory requirements laid out in the SEND Code of Practice (2014) and has been written with reference to the following documents:

- School SEN Information Report Regulations (2014)
- Supporting Pupils with Medical conditions (2014)
- Equality Act (2010)

It should be read in conjunction with all other statutory school policies.

Admissions

Our school does not discriminate against any pupil with SEND by regarding and advocating the Code of Practice (2014):

“All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs but without statements must be treated as fairly as other applications for admission.” (1:33)

Definition

The SEND Code of Practice (2014) states:

“A pupil has Special Educational Needs where their learning difficulty or disability calls for special educational provision different from or additional to that which is normally available to pupils of the same age.”

Aims and Objectives

At Haylands Primary School we provide every child with access to a broad and balanced curriculum. We recognise that some pupils may have additional needs at some time during their school life. We aim to respond to these needs by;

- ensuring all children are valued
- identifying and overcoming barriers to learning
- providing an enriching curriculum, including access to after school clubs
- working closely with families to ensure the best outcomes for children
- collaborating with outside agencies to provide support for pupils and families
- promoting high aspirations and expectations for pupils with SEND
- supporting children to reflect on their learning and contribute to decisions about their support.

A Graduated Approach to SEND

At every stage of support given to children, we use an ‘assess, plan, do, review’ process. This enables provision to be revised and adapted to the needs of the individual pupil over time.

Quality First Teaching

Class teachers are responsible for the learning and progress of all children in their class by providing differentiated learning opportunities. The Special Educational Needs Co-ordinator provides support, advice and guidance for individuals by working alongside the pupil, parents and teachers. Pupil progress meetings are held regularly with the senior leadership team and during these meetings support initiatives are instigated if children need interventions. If a child receives support over and above that of classroom differentiation, parents and pupils will be consulted about the barriers to learning and how to progress forward. Where a child has a special educational need, their progress will be carefully tracked every half term.

Parental Concerns

When parents have a concern about their child, the first point of contact is the class teacher. When a child is identified as requiring SEND support, they will be added to the school SEND register so their progress can be carefully tracked.

Where it is appropriate, the pupil will have an IEP (Individual Education Plan) or NHS care plan written in collaboration with the adults and children involved.

Education, Health and Care Plan

Where a child has significant difficulties, the school may be able to apply for a statutory assessment through the Isle of Wight SEN Assessment team. This process occurs when there is lack of clarity around the needs of the child and the school applies to other agencies to give advice on how to best provide for the individual pupil. The application for an EHCP will need to include information from;

- Parents
- Teachers
- SENDCO
- Social Care
- Health Professionals.

Information is gathered showing provision for the child over time and is sent to a panel for consideration. The SEN panel decides whether to make an assessment and informs the parents at each step. Further information about EHC plans and the SEND Local Offer can be found at this link:

<https://www.iwight.com/localoffer>

Provision in the Early Years

Before entry to school, information from the Foundation Stage Profile at nursery is discussed and a transition between pre-school and Haylands Foundation Stage is negotiated between parents and staff. Early identification of children with SEN is a priority and the school uses careful observations as evidence to plan additional support for pupils at an early stage.

Supporting Pupils and Families

At Haylands we have a strong parent partnership and continue to recognise parents have a key role in planning progress for their children. The school will assist families in accessing support from external agencies and give help to write referrals where necessary.

Supporting Pupils with Medical Conditions

Haylands is an inclusive school and we comply with our duties under the Equality act 2010. Where children have complex medical needs we collaborate with a range of agencies including;

- NHS specialists
- Speech and Language support
- Counselling
- Educational Psychologists
- Occupational Therapists
- Physiotherapists.

While a medical condition does not constitute also having SEN, it may be that during their time at school, children with complex medical needs may require emotional or mental health support.

Monitoring Provision

The SENDCO monitors the SEND register and data systems regarding pupil progress, producing termly progress reports to senior leaders and governors. In addition to this, there are half termly meetings between the SEND governor and the SENDCO where provision plans are discussed and instigated.

Training and Resources

All staff are given training in school, specific to the needs of the children. Teachers and intervention leaders are updated about methods of intervention, medical needs, emergency procedures and ideas for classroom practice. Staff are also encouraged to attend sessions provided by the Isle of Wight Council and other educational agencies. Only up to date interventions are used, where specific and measurable progress can be made.

The Role of the SENDCO

- Co-ordinating provision for pupils with SEND
- Liaise with parents of children with SEND
- Liaising with staff to advise about pupils with SEND
- Monitor interventions
- Manage SEND records
- Contribute to staff training
- Liaising with external agencies
- Liaising with governors
- Writing provision maps and IEP's
- Providing paperwork for EHCP assessments
- Support the aims and strategic direction of the school
- Foster positive and constructive relationships with pupils, parents and professionals.

The Role of the Governing Body

- Ensuring that best provision for children with SEND is given and regularly reviewed
- Track involvement of pupils with SEND in school trips and after school clubs
- Check children with SEND are being recognised and praised for involvement in the school values
- Checking policies are updated and presented to parents
- Regard the SEN Code of Practice and all relevant policies relating to children with SEND.

The Role of the Head Teacher

- Management of the SENDCO on school provision
- Informing the governing body of SEND issues
- Working with the IOW SEN Team
- Collaborating with parents
- Ensuring teachers have flexible strategies when working with pupils with SEND.

The Role of the Class Teacher

- Follow the school's procedures for identification, assessment and provision for pupils with SEND
- Work alongside the SENDCO
- Collect information and results for pupils
- Develop targets for pupils
- Report on IEP's and EHCP's
- Foster positive and constructive relationships with pupils and parents.

The Role of the Learning Support Assistant

- Know where to access records for children with SEND
- Follow recommendations from the class teacher and SENDCO to support learning
- Track progress for pupils by collecting evidence of learning and present this at performance management meetings
- Liaise with the class teacher and SENDCO about children's learning
- Be able to work flexibly in order to meet the needs of individuals
- Foster positive and constructive relationships with pupils.

This policy has been produced in line with all other Haylands Primary School policies and should be read and regarded alongside all other procedures as published by the governing body.

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