



HAVERIGG PRIMARY SCHOOL

SEND POLICY

DATE: September 2023

Review date September 2024

This policy will be reviewed annually by SENCo

SIGNED: *M. Anongehoi* **Headteacher/SENDco**



SEND POLICY

The Special Educational Needs Co-ordinator (SENDCo) is Mrs M Narongchai.

The Governor with responsibility for Special Educational Needs is Mrs Z Sheldon

Policy to be reviewed in the Autumn Term 2024.

Introduction

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

Vision

Everyone at Haverigg Primary School is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life. We recognise the diverse and individual needs of all our children and take into account the additional support required by those children with SEN and disabilities.

At Haverigg School we adopt a whole school approach to SEND. All staff work together to ensure effective teaching and learning at all times so that children with SEND reach their full potential.

We believe in everyone working together to ensure positive intervention and the removal of barriers to learning. We work in partnership with parents and outside agencies to ensure that all our SEND children have a positive learning experience.

Objectives

- All children who have SEND are identified as soon as possible.
- All intervention is at a suitable level when a child is identified as having SEND
- All teachers are teachers of SEND
- All children with SEND have access to a broad and balanced curriculum through the use of a variety of teaching styles suited to their individual needs.
- All children with SEND learn and make progress, if only in very small steps and detailed records are kept to show this.
- All SEND children receive specialist support from outside agencies if required and with parental agreement.
- All children with SEND and their parents have the right to be actively involved in accessing and determining goals.
- All staff working with children with SEND have access to ongoing training.

Co-ordinating Provision

All teachers are teachers of children with Special Education Needs.

The SEND Governor

Mrs Sheldon is the current Governor with responsibility for SEND at Haverigg School. She has regular contact with the SENDCo and the Senior Management of the school to keep up-to-date with, and monitor the school's SEND provision.



The Special Educational Needs and Disabilities Co-ordinator (SENDCo)

Mrs Narongchai is responsible for the arrangements for SEND provision throughout the school. As SENCo she:

- Has responsibility for the day to day operation of the SEND policy
- Maintains a register of children with SEND, and ensures that the records on children with SEN are up-to-date
- Works closely with the SMT, the teaching and support staff in co-ordinating provision of our SEND children
- Liaises closely with TAs attached to individual children with SEND
- Liaises with the staff in school for safeguarding, attendance and family support issues
- Works closely with the parents of children with SEND
- Liaises with outside agencies to gain advice and support for children with SEND
- Contributes to in-service training for staff on SEND issues

Class Teachers

All class teachers are responsible for working with children with SEND on a daily basis.

Where the interventions involve group or one to one teaching assisted by a TA, the overall responsibility for progress and learning still remains with the class teacher.

Class teachers are accountable for delivering high quality teaching, differentiated for individual children. Differentiated “quality first” teaching is a priority for all pupils, including those with SEND.

Class teachers are responsible for making a regular assessments of all children. Children not making expected progress should be given extra support. Central to the work of every class is a continuous cycle of planning, teaching, assessment and evaluation that takes into account the wide range of abilities, aptitudes and interests of the children.

Teachers should have high expectations for all children, including those with SEND.

Support Staff

These TAs work with individual children and with small groups on very specific intervention programmes. They closely monitor progress against set targets and liaise with class teachers. Children with Education and Health Care Plans are supported by TAs employed by the school from the funding delegated by the LEA for this purpose.

Admission Arrangements (also see Cumbria County Council Admissions Policy)

In line with current LA policy a place at Haverigg School is available to a child with SEND provided that

- a) The parents wish the child to attend the school
- b) The child’s special educational needs can be met by the school.

The SENDCo will collect all relevant paperwork from feeder schools/nurseries and relevant outside agencies. Meetings will be arranged if necessary including meeting with parents. In addition the SENDCo will provide enhanced transition visits to year 6 children in the spring/summer term prior to



transfer to secondary school if required. Enhanced visits to nursery children set to start school are also provided to ensure a smooth transition.

When face to face meetings are not possible, contact will be made via telephone and/or email to ensure there is a good understanding of the needs of the individual children and provision required.

Access to the Curriculum

All class teachers, the SENCO and SEN support staff carry out an ongoing process of assessment, planning and review that recognises each child's strengths as well as areas for improvement. A rigorous tracking system is in place to identify children who are not making the required level of progress. Strategies which are used to enable access for all children to a broad and balanced curriculum are:

- Differentiation of the curriculum to match tasks to ability
- Grouping of children according to ability for literacy and numeracy to ensure that tasks are suitably matched to ability
- Use of a range of teaching styles which recognise the individual learning styles of the children in the class
- Use of TAs to provide additional support within literacy and numeracy lessons and in all lessons as required.
- Small withdrawal groups and 1:1 teaching
- Accessibility to resources to support pupils with sensory or physical difficulties
- Peer group support through mixed ability grouping, paired reading and "buddy" systems
- Use of positive behaviour strategies within the classroom and as part of the whole school Behaviour Policy
- Access to extra-curricular clubs, residentials and to the social life of the school
- In-service training for all staff on the needs of children with SEND.

Identification and Assessment

At Haverigg School we identify children with SEND as early as possible, through regular contact with our feeder Early Years settings and by assessment at the start of the Foundation Stage year.

Throughout the school we monitor and track the progress of all children by an ongoing process of planning, teaching and assessment. Children with SEND may be identified at any stage of this process during their school life. The assessments used are:

- The Foundation Stage Profiles/Baseline screening
- The P scales
- Half termly assessments of progress using school assessment and monitoring programme
- National Tests – phonics screening and end of Key Stage 1 and 2 tests
- Teacher observations and ongoing assessments
- Other baseline assessments that concentrate on the four areas of need as stated in the Code of Practice. (Communication and interaction, cognition and learning, social, emotional and mental health issues, sensory and/or physical needs)



Social, Emotional and Mental Health Needs

The school works closely with the Children's Centre and school nurse who provide individual support to children if required. This can be done on a one to one basis or through small group work. Interventions are targeted specifically to the individual needs of the child. Interventions include Drawing and talking therapy, resilience work and decider skills. Haverigg School also delivers a whole school mental health programme to support emotional regulation and wellbeing called My Happy Mind.

The Graduated Response

The "triggers" for further intervention

At Haverigg School we recognise that there is a wide range of SEND amongst our children and match the level of intervention to each child's needs. We have adopted the "graduated" approach where the level of intervention increases whenever adequate progress is not being made.

The "triggers" for further intervention are one or more of the following:

- Tracking scores indicating poor early learning skills at the start and end of Foundation Stage
- Ongoing teacher and TA observation and assessment within the classroom, and/or attainment in annual standardised tests showing one or more of the following
 - The child is working at a level below the national expectation for that Year group
 - The attainment gap between the child and his peers is getting wider
 - A previous rate of progress is not being maintained
 - Little progress is being made even when teaching approaches and resources have targeted a child's identified area of weakness.
- The class teacher's annual assessment profiles showing underachievement in one or more curriculum areas
- Low scores in diagnostic testing
- Emotional or behavioural difficulties persisting in spite of the use of the school's behaviour management strategies – these will be adapted to individual needs.
- Self-help skills, social and personal skills inappropriate to the child's chronological age
- Diagnosis of a previously unidentified medical condition, communication problem or sensory impairment
- Looked after children, in liaison with Children's Services
- For a child who is new to the school, records from the previous school indicating that additional intervention has been in place
- Parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills
- Other adults concerns eg from medical services, Educational Psychologist, Children Services, Learning Mentor, School and Children's Centre Family Liaison Officer.

Identified Concerns

If a teacher is concerned about some aspects of a child's progress, behaviour or well-being (s)he will decide what action to take within the normal daily classroom routine. If the child is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that child.



If a child is having behavioural problems the teacher will take note of the frequency and severity of the incidents and, if possible, adapt the classroom environment to help the child overcome the problems.

When a teacher is concerned about a child's physical or mental well-being, (s)he will share her concerns with the SENCo and the staff who have responsibilities for pastoral, medical and child-care issues.

Whatever the nature of the concern, the teacher will invite the parents or carers of the child into school to discuss the concerns and to ask for their support in resolving the problem.

The teacher will inform the SENCO of the concerns.

A Graduated Approach

Band One (Mild)

Concerns around a child or young person are identified. School respond and intervene (eg catch up plans, IEP, consult with outside agencies)

Band Two (Moderate)

School and parents complete Early Help form and involve appropriate outside agencies, using Plan, Do, Review.

Band Three (Severe)

Continue Plan, Do, Review approach. School request EHCP assessment.

Band Four (More Severe)

EHCP in place and reviewed annually.

Band Five (Profound)

Specialist resources or provision.

Band Six (Exceptional)

Bespoke response to long-term multiple needs.

The Education, Health and Care Plan (EHCP)

An Education, Health and Care Plan is a legally binding document which sets out the provision the child must receive to meet his/her SEND. The LEA provides the school with additional funds to cover the cost of this provision. This is used for TA support and/or specialist teaching and equipment. Learning Plans are used to set targets each term as before. Each year the school must hold an Annual Review with the parents and all the outside agencies involved with the child to assess the child's progress. A representative from the LEA may attend these reviews. Parents will be offered help and advice from the SENCo throughout the statutory assessment process.



INSET Arrangements

Within school there is an ongoing programme of INSET training for all members of staff. Staff also attend courses run by the LA and Medical Services. The SEND governor is also informed of relevant courses on disability and SEND issues.

The SENDCO regularly attends courses on SEND issues run by the LA. She attends the local SENCO "Cluster" meetings to discuss local and LA issues which affect SEND provision.

The TAs employed by the school also attend courses run by the LA, school INSET sessions specifically for their needs and whole staff INSET, where appropriate.

The SENCo leads INSET sessions for the school staff on specific SEND issues.

Resource Allocation

The funding for SEND covers the cost of the staff, resources and training needs for SEND in both Key Stages.

Resources for children with Education, Health and Care Plans are delegated directly to the school from the LEA. The LEA will provide top up funding to the school to help deliver the plan.

Funding provided by the school is also used to support children with emotional and social difficulties. With this the school can employ teaching assistants to work 1:1 with an individual child.

Involvement of Outside Agencies

Links with external agencies is vital to ensure that we provide the highest level of support for our SEND children. The school works regularly with external agencies and they are invited to attend Team Around the Child/Family meetings. Outside agencies we use include:

- A specialist teacher in the identified area of need
- A medical service such as a Speech Therapist, Physiotherapist or Occupational Therapist
- An Educational Psychologist
- The Medical services, including CAMHS
- The Social Services, especially for Looked After Children
- Early Years Team

: Any request for help and advice from outside agencies is likely to follow a decision taken by the SENCo in consultation with relevant staff and parents.

Partnership with Parents

Parents of children with SEND are kept fully informed of the provision that is being made for their children. Children with SEND may have an IEP or may be part of a group catch-up plan. Parents receive a copy of a child's IEP before each Parents evening and both IEPs and Catch up plans are discussed at the class Parent's Evening and at any other time as required. Class teachers and the SENCo have regular meetings with parents and encourage active involvement with the school to help their children to overcome their difficulties. The school will always ask permission of parents before approaching other professionals and outside agencies for information about their child. The school produces a SEND Information Report on the school website.



Complaints Procedure

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEND, they should talk first to the child's class teacher. If the parents think that the child should be given more support they should raise their concerns with the SENCO. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the school's governor responsible for SEND. There is a School Complaints Procedure available.

Monitoring the success of the SEND Policy

Senior Leaders and SEND governor will monitor the success of the policy. Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for children with SEND will be shown by:

- Ongoing teacher and TA observations of the child in the daily classroom setting.
- Differentiated short-term planning by the class teacher to meet the child's needs.
- Records and evidence of the child's work showing progress towards curriculum objectives.
- Evidence of progress towards targets at the IEP reviews.
- More age-appropriate scores on testing.
- Records and evidence of the child's progress towards improving behaviour.
- Discussion at an appropriate level with the child about their progress.
- Discussion with parents about the child's progress.
- Discussion with outside agencies about the child's progress.
- Successful requests for additional funding at EHCP level.

Evaluating the Success of the SEND Policy

The success of the policy will result in the needs of all children with SEND being met by:

- Having the systems in place to identify children with SEND as early as possible.
- Making use of good practice in planning for, teaching and assessing children with SEND.
- Regularly reviewing of the child's progress against targets set.
- Providing additional intervention if progress is not adequate.
- Receiving appropriate funding from the LEA to support the child's needs at ECHP level.
- Considering the wishes of the child at an appropriate level.
- Having a positive and effective partnership with parents.

Useful Documents

Special Educational Needs and Disability Code of Practice January 2015 (0-25 years)

Children and Families Act 2014

Special Educational Needs – A Guide for Parents and Carers (August 2014)

Other information can be found on the Department for Educational and Skills website at www.dfes.gov.uk/sen.

