

# Reevy Hill Primary School

## Policy Documentation

### SEN Policy

#### OUR VISION

To ensure that all of our children have every opportunity to achieve the highest of standards

Responsibility for Review:

Jo Bradley, Headteacher  
Judith Kelby, SENCO/Assistant Head

Relationship to other Policies	Date	Status
<ul style="list-style-type: none"><li>• Inclusion</li><li>• Accessibility Plan</li><li>• Local Offer</li></ul>	June 2016	Governor Approval
	<u>June 2017</u>	Review

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Statutory guidance on supporting pupils at school with medical conditions (Sept 2014)

## **Aims**

The mission statement of our school talks of developing a passion for learning and ensuring our pupils grow in confidence, resilience and independence. We are committed to giving all of our children every opportunity to achieve beyond their potential. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils and seek to provide a learning environment that allows them to love to learn.

## **Objectives**

1. To work within rigorous and robust systems in school to ensure early identification of pupils who have special educational needs or additional needs and meet these needs on an individual basis
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To operate an inclusive and aspirational approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work ensure the implementation of the SEN and inclusion policies
5. To provide training, support and advice for all staff working with special educational needs pupils through in house CPD and in liaison with outside agencies

## **Identifying Special Educational Needs**

In compliance with the SEND Code of Practice (2014 (pg 97)) we assess and plan for the following areas of need;

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs
- Hearing and/or visual impairment
- Speech, Language and communication needs
- Autism and communication needs

The SEND register is set out in Ranges according to the guidance developed by Bradford. These can be found at <https://bso.bradford.gov.uk/content/senqui> Children who are beginning to fall behind the majority of their peers or have been identified as not making the required amount of progress, are identified in pupil progress meetings and the SENCo will discuss with the class teacher, the need to put in place classroom strategies with a clear desired impact. The teacher sets short term targets for the child that aim to close the age-related gap; planning and resources are differentiated and special provision is made using groupings and support staff to address specific areas. The teacher meets with parents to inform them of the support provided and the pupil is placed on the SEND register at Range 1.

If pupils are not meeting the specific targets met within the agreed time period, the SENCo, class teacher and parents will discuss a move to the next level of SEND support; Range 2. At Range 2, some pupils will have extra interventions over and above the quality first teaching they receive in the classroom; these interventions will have specific, time-related targets that detail how the pupil will move closer to age-related expectations. These targets are collated in an IEP and shared with parents, the pupil and all adults who work with the child. Any adult providing intervention or support keeps a register of attendance and progress throughout the half term. The impact of interventions is monitored on a half termly basis and pupil achievement is analysed in pupil progress meetings.

At Range 3 we would seek advice and support from external agencies on how to further meet the specific needs of our SEND pupils. External agencies who may be contacted include:

- Educational Psychology Service.
- Cognitive and Learning Support Service
- Support Service for Hearing Impaired Children
- Support Service for Visually Impaired Children
- Social, Emotional, Behavioural Difficulties team (SEBD)
- Speech and Language Therapy (SALT)
- Pre-5 Service
- The Physical and Medical Team

Social Services and Health services may also be involved at this stage

The SENCo is responsible for referring pupils, arranging meetings and collating external involvement and assessment. These specialists will usually see the child in school so that they can give advice to teachers on targets and accompanying strategies. The support may also include assessment and writing reports or advice.

The kinds of advice and support will vary according to the needs of the child. Parents will be asked for consent before any referrals are made and are always invited to meet with other professionals and share their concerns about their child. Reports are shared with parents and follow up meetings are arranged when required.

When all purposeful action has been in place for the agreed period of time and the pupil has not made expected progress it may be deemed necessary by the Head teacher, SENCo and parents to request an Education and Health Care Plan (formerly a Statement of Educational Need.) Pupils who have an EHCP or Statement of Educational Need, will continue to have an IEP which is reviewed every half term. IEP meetings will include contributions from external professionals who have had input with the pupil. If a child has been given a statement or an EHCP then a review of that statement or plan must be conducted within 6 months of its issue and at yearly intervals thereafter, although if the child is causing concern the review can be conducted at any time. Statements will be converted into EHCPs at the annual review before the child progresses up a key stage.

The management and identification of our SEND pupils reflects the Assess-Plan-Do-Review reflects the graduated approach laid out in the Code of Practice (2014)

Where targeted support is successful, pupils may move down each range and when they have reached age-related expectations the pupils will be removed from the SEND register; teachers will continue to provide learning experiences that meet their needs, maximising their hard work and ensuring they go on to make better than expected progress.

### **Children under 5.**

Early Years staff assess the children using the Foundation Stage Assessment Procedures and if necessary the B Squared P steps and PIVATS assessment materials. If a child is causing concern, in collaboration with parents, they will be placed on the SEND register at Range 1 and will proceed through the system in the same way as older children.

### **Supporting Pupils at School with Medical Conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some of these pupils may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

### **Supporting Pupils and Families**

Our aim is to develop a partnership where professionals and parents work together

in the best interests of the child; we understand the importance of parents in the learning process and involve them as much as possible in their children's learning. If a child has SEND it is imperative that parents are fully aware of what is being achieved by their child. Similarly if a child is not making progress parents should be aware that the school has concerns. Reviews are carried out half-termly, or more frequently if deemed necessary and in addition, parents are welcome to talk to teachers whenever they have a concern about a child at a mutually convenient time.

The school follows the SEN Code of Practice which states the key principles involved in communicating with and working in partnership with parents and these include;

- having positive attitudes towards parents, respecting the validity of differing perspectives
- providing user-friendly information and procedures, and being aware of the needs parents might have of a disability or communication or linguistic barriers
- recognising the pressures the parents may be under because of the child's needs
- acknowledging the importance of parental knowledge and expertise in relation to their child
- gaining parental permission before referring them to others for support

We provide links to external agencies that provide support to parents; these include

- Barnardo's Parent Partnership
- Barnardo's Parent Outreach Service
- CAMHS
- The School Nursing Service

More details along with Frequently Asked Questions are laid out in our Local Offer.

### **Pupil Voice and Participation**

Class teachers ensure that children are aware of their learning targets and the steps that they need to take to achieve them. They are actively encouraged to play a positive, independent role in their target-setting and learning. Their achievements are celebrated and school staff aim to motivate them to exceed their potential. Pupil views on their learning are gathered regularly throughout the school year and these views inform the action plans of the SENCo.