

# **HUNTINGTON**

## **COMMUNITY PRIMARY SCHOOL**



Learn to Live  
Live to Learn

### **Special Educational Needs & Disability (SEND) Policy**

**2020-2021**

## **Preface: Recent legislation**

The government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March 2014 came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website at [www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with new Education, Health and Care (EHC) Plans. These plans are being supported by an Education, Health and Care Plan Pathway.

The **SEND Local Offer** is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Cheshire West and Chester that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. Information on the SEND Local Offer can be found on the Cheshire West and Chester website (with a link from the *Parents* section of the school website).

## Overview

This policy sets out the steps we take to ensure that we meet the needs of all learners within the guidelines and inclusion policies of the Code of Practice (2014), the Local Authority and other policies current within the school. As such, we hope to ensure that no learners, especially those with SEN or a disability, are discriminated against, and that funding earmarked by the governing body for special education provision, including staffing, is clearly identified and used effectively for its intended purposes.

Huntington Community Primary School provides a broad and balanced curriculum for all our children and we are committed to the principle of inclusive classrooms. All teachers are responsible for planning a differentiated curriculum that meets the needs of specific groups of children and responds to their diverse learning needs. It is our belief that all children have an equal right to a full and rounded education, and that this will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum, to better respond to the four areas of need identified in the new Code of Practice (September 2014).

- Social Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical

## Special Educational Needs

Children can be identified as having SEN at any stage in their school career. These children have learning difficulties that call for special provision to be made.

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. **Code of Practice 2014***

Foundation Stage profiles, including Huntington Nursery class assessments, and links with pre-school settings often give us the first indication that a child may have special needs. After that, regular teacher assessment or lack of progress may result in children being placed on the SEN register.

## **Aims and Objectives**

- To create an inclusive environment that meets the special educational needs of each child.
- To ensure all learners' individual and special needs are met effectively so that they receive their educational entitlement and are given access to a broad, balanced and relevant curriculum.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To make clear the expectations of all partners in the process, ensuring parents are able to play their part in supporting their child's education.
- To ensure that our children have a voice in this process.

## **School Practice**

If assessments show that a child may have additional learning needs all teachers will refer, in the first instance, to the SEN Companion for advice on strategies to use to cater for the specific needs of individuals or groups of children. This is known as Quality First Teaching and generally means that in order for a child to access the curriculum, the work will be differentiated appropriately so as to enable them to understand concepts and apply skills at their level and pace of learning.

If regular assessments show that a child is not making expected progress (as identified via termly Pupil Progress Meetings) then small group intervention programmes are delivered e.g. Phonics, Nesy, ELSA, Power of 2 Maths, Precision Teaching for Reading, Spelling and/or Maths. These interventions are delivered by a trained and supported teaching assistant and/or a teacher. For most children this will allow them to catch up with their peer groups.

The support programmes begin with a pre assessment of individual or group needs. This will give a baseline assessment and will help to decide the appropriate level at which to start such programmes. The programmes run for approximately 12 weeks (1 term) and are evaluated at the end of the term. The groups may then be adjusted, with some children leaving and others replacing them.

For the small minority of children who fail to make satisfactory progress the class teacher, involving the child when age-appropriate to do so, will complete a SEND Profile. This will include a document identifying specific learning goals (personalised individual education plan targets), teaching strategies and outcomes. Outside agencies such as Speech and Language therapists, Autism Team and Educational Psychologists will be consulted wherever possible and their advice will be incorporated into the plan.

The learning goals are reviewed termly and new goals are then set in consultation with the child. Each child's SEND Profile targets and review information is shared with parents and carers on a termly basis, and a signed copy is kept by the class teacher in the child's record files. A further copy is also stored in the secure area of the school server for reference by the SENDCo.

Once established it is the responsibility of the class teacher to update the SEND Profile each term which is then checked by the SENDCo. The profile includes general information about the child and their needs, outside agency involvement (if applicable), teaching strategies and interventions, a pupil progress assessment tracking sheet and termly learning goals (IEP Targets).

The SENDCo, along with the Headteacher, will use this information to produce year group provision maps. These identify intervention programmes being delivered as well as showing the deployment of TAs and the management of SEND funding, both Element 1 (from school budget) and Element 2 and 3 (additional Top-up funding from CWAC). The SENDCo will then collate this information into a whole school provision map.

If, despite all of the above mentioned support mechanisms, a child still fails to make the progress needed to perform satisfactorily within their peer group, then the SENDCo will consult further with outside agencies and ensure that their recommendations are incorporated into the personalised learning plan. The school will fund the first £6000 of support for any child identified as needing extra support.

For a small group of children it may then be necessary to request further funding from CWAC to meet their needs. A SEND Profile is completed alongside any evidence of external agency reports. The SEND Profile includes: parental views, child's view, strengths and difficulties outlined in each of the four areas of need, external agency involvement, provision map and termly targets. This is submitted to the SEN Panel for consideration. These panels meet regularly and, if their approval is given, a sum of money (Top-up funding) will be paid to the school so that appropriate staffing levels and resources can be put in place to accommodate the needs of the child. If a pupil is in receipt of Top-up funding, an Annual Review must be held in order to demonstrate how the funding is being used and the impact that it is having.

## **Specified Individual Support - *Statutory Assessment or Education Health and Care Plans***

This type of support is usually provided for children whose learning needs are severe, complex and lifelong. This is provided via an Education, Health and Care Plan (EHCP). This means a child will have been identified by professionals as needing a particularly high level of individual or small group teaching. It is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place. The evidence will include:

- SEND Profile (including views of parents & the child)
- Records of the child's health and medical history where appropriate.
- Educational and other assessments, for example from an advisory specialist support teacher or educational psychologist.

The parents of any child who is referred for statutory needs assessment will be kept fully informed of the progress of the referral. Children with an Education, Health and Care Plan will be reviewed each term in addition to the statutory annual review and assessment. When this coincides with transfer to high school, the SENDCo from the high school will be informed of the outcome of the review and then invited to a transition meeting towards the end of Year 6.

Strategies employed to enable the child to progress will be recorded within the Education, Health and Care Plan (EHCP) which will include information about:

- The strengths of the child.
- The aspirations of the child.
- The long term outcomes for the child.
- The short term outcomes for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- The review date.

The pre-review paperwork is stored on the school server and it is the responsibility of the class teacher to regularly update this. The EHCP will be reviewed annually and amended to meet the needs of the child where and when appropriate. An EHCP could be withdrawn if the outcomes have been met and the needs of the child could be catered for by additional funding Top-up funding.

## **Training**

The SENDCo holds the National Award for SEN Coordination.

The SENDCo attends cluster meetings and relevant training offered by the LA. If advice is to be sought at these meetings about a specific child, the permission of the child's parent or guardian must always be sought before any discussions can take place

The SENDCo leads INSET for the whole staff on new initiatives and effective classroom practice to support special needs e.g. first quality teaching strategies, dyslexia friendly classrooms and support for children with ASC and ADHD.

All staff are able to access advice and support from specialist teachers based at Dee Banks Special School through our close ties as part of the CENS local school network.

Teachers and Support Staff are able to attend training offered by outside providers to further their expertise in specific areas of SEND.

## Role of the Governing Body

The governing body has appointed Jen Hughes to the specific role of SEND Governor, overseeing the school's provision for pupils with special educational needs. The governor liaises regularly with the SENDCo to discuss, and at times observe, the work of the school. A yearly report is presented at a Full Governing Body meeting.

Date of Scheme: October 2020

Date for Review: October 2021

Signed  Headteacher Date: 14.10.20

Signed  Chair of Governors Date: 14.10.20

This policy should be read alongside the information provided to parents explaining the CWAC Local Offer and the School offer, which can be found on our school website (or provided on request through the school office).