

Halton Lodge Primary School



Policy for Special Educational Needs and Disability

SEND Policy	September 2018
Reviewed by SENDCO and Headteacher	September 2018
Ratified by Governors	October 2018
Reviewed by staff	September 2018
Date of next review	September 2019

MISSION STATEMENT

The aim of our school is to create a happy, secure and stimulating learning environment in which all members of the school community can grow in self-esteem and develop their potential; learning together, to achieve high standards.

SENDCO- Angela Ellis
SEND Governor - David Jones

Signed A Hilldrup

Date: 14th Sept 2018 (Headteacher)

Signed D Jones

Date: 28th Sept 2018 (SEND Governor)

Signed A Ellis

Date: 14th Sept 2018 (SENDCO)

Policy Aims

- To ensure that every child has an equal opportunity to participate in all aspects of school life, irrespective of race, gender, special educational need, disability or medical need
- To provide equal access to the National Curriculum and to plan for and provide a curriculum which is accessible to all the needs of the pupils
- To raise staff awareness of the needs to differentiate work effectively and to provide regular training, coaching and development for all staff
- To establish and maintain good home-school communication
- To involve the Parents and the pupil at all stages of the planning and target setting of his/her Support Plan and Review
- To monitor and review individual needs regularly, and to maintain clear records of any action taken
- To review needs and provision termly for budgeting, planning and resourcing for SEND

Policy Objectives

- To identify as early as possible those pupils with SEND and the nature of their needs
- To maintain regular contact with parents at all stages of support and work in partnership with them to meet the targets set for their child
- To determine any resource implications and establish whether they will be provided within school or through external sources
- To establish criteria and programmes for monitoring, evaluating and reviewing the effectiveness of SEND provision
- To decide if specialist advice is required from outside agencies and make appropriate referrals
- To assist the governing body in fulfilling their duties regarding provision for pupils with SEND
- To ensure that any withdrawal support is temporary and determined by the class teacher and SENDCO in accordance with the SEND Code of Practice 2014

Procedure

- The SENDCO is consulted about any pupil for whom the class teacher has concerns. A school record of pupils with SEND is maintained and updated termly by the SENDCO.
- Parents are informed of any action that the school proposes to take.
- Identification of children with SEND is made on the basis of children making less than expected progress despite the impact of Quality First Teaching.
- Teachers are expected to gather information on specific interventions used to support the child, using the Assess, Plan, Do, Review Model.

School Support

The class teacher has overall responsibility and will:

- Have already provided differentiated work set by a Phase Leader (PL), and/or class teacher and made use of any additional in class support from an additional class teacher or Teaching Assistant (TA).

- Have gathered information about the pupil, and made an initial assessment of the pupil's needs, in consultation with the SENDCO.
- Provide increased differentiation of class work, exploring ways in which increased support might meet the individual needs of the pupil. This is defined as Quality First Teaching.
- Write a Support Plan (see Appendix 1), in conjunction with the SENDCO, Parents and Child.
- Provide opportunities for Quality Interventions which are assessed and monitored for effectiveness and reviewed regularly.
- Hold termly reviews with the child, parents and SENDCO - to complete an evaluation of the targets on the Support Plan and to complete the Review Sheets during the meeting - (See appendix 2)
- Monitor and review the pupil's progress, through interventions.

The SENDCO takes the lead in co-ordinating the pupil's special educational provision, consulting the class Teacher, Phase Leader & TA, who remain responsible for working with the pupil in class and withdrawing the child for planned interventions.

Reasons School Support may be necessary:

- A decision made following the testing and assessment of Quality First Teaching and/or parental concerns, which show that current differentiation of class work and initial interventions is not sufficient to ensure adequate progress is being made.
- A decision by the SENDCO, following discussions between class Teacher and Parents, which indicate that further intervention is necessary. This will be **additional and different** from interventions already being accessed by pupils.

The SENDCO in consultation with the class teacher will:

- Follow the Graduated Process of Assess, Plan, Do, Review, as a model for the cycle of SEND provision.
- Assess the needs of the child using all the available information and collect any additional information from any other appropriate agencies.
- Meet with Parents to inform them of the concerns and plan actions necessary.
- Decide whether to seek further advice from additional Professionals and identify such professionals.
- Support the class teacher to write a Support Plan to identify specific outcomes to focus on.
- Make arrangements for monitoring progress and set a review date.
- Review actions taken and measure the impact of the actions.
- Review the Support Plan termly and complete a Review Sheet as a record of the meeting, involving the child and Parents in the review and decision making process. (See Appendix 2)

School Support with Additional Agencies

The SENDCO continues to take a leading role, working closely with the pupil's Teacher and Parents, sharing responsibility for the pupil with external specialist services relevant to the pupil's needs.

The SENDCO (in consultation with the Headteacher and Class Teacher) will:

- Follow the Graduated Process of Assess, Plan, Do, Review, as a model for the cycle of SEND provision.
- Assess the needs of the child using all the available information and contact appropriate external advisory agencies.
- Consult parents and obtain their permission to submit a referral form.
- Collect any additional information from any other appropriate agencies.
- Decide whether to seek further advice from other agencies.
- Support the class teacher to review the Support Plan, with specific outcomes and future referral arrangements.
- Provide opportunities for **Quality Interventions** which are assessed and monitored for effectiveness and reviewed regularly.
- Make arrangements for monitoring progress and set a review date
- Review the Support Plan termly and complete a Review Sheet as a record of the meeting, involving the child and Parents in the review and decision making process. (See Appendix 2)

Reasons School Support with Additional Agencies may be necessary:

- The child is displaying particular difficulties which can only be addressed with advice from professionals. The Parent, Teacher, Phase Leader, TA or other professionals may advise or request additional agency support.
- A decision is taken by consulting all relevant people involved (SENDCO, Parents, Child, Teacher, Phase Leader, Teaching Assistant, Headteacher), that action with external support is necessary. This will be advised if, despite specific interventions being implemented, reviewed half termly, assessed and adapted for the needs of the child, the child is not meeting targets to make the required progress.
- Support may be requested from medical professionals, when a child has medical needs or disabilities that are impacting on daily functioning and/or academic achievement.
- Support will be requested to help the writing of specific Health Care Plans for children with medical conditions.

High Needs Funding

Whilst Enhanced Provision (High Needs) Funding is being evaluated by the Local Authority, some children continue to be eligible for additional funding. *This must be reviewed in line with the latest guidance from the Local Authority.*

Pupils who have previously been awarded Enhanced Provision, but no longer receive this, can be considered for an Education, Health and Care Plan (EHCP) should professionals consider there remains a significant need for support. The responsibility to complete the EHCP application lies with the class teacher – although support will always be available from the SENDCO to ensure the applications contain sufficient detail and accurate information (so they have a greater chance of being accepted by the SEN Team).

Education, Health & Care Plans (EH&C Plan)

In rare cases the conclusion may be reached that despite having taken action at School Support, followed by acting on the advice from additional agencies (or having previously received Enhanced Provision to meet the learning needs of the pupil), the child's needs may remain substantial and cannot be effectively met within the resources normally available to school. At this stage, the school may apply for assessment with an Education, Health and Care Plan under the Guidelines from the SEND Code of Practice 2014.

The school will be required to complete the application form, with support from an Assessment Co-ordinator allocated by the SEND Assessment Team. (See Appendix 3). A decision will be made by the SEND Assessment Team as to whether to proceed for Assessment. If successful, information and reports will be gathered from all professionals involved, by the Assessment Co-ordinator.

A Person Centred Planning Meeting will be arranged. The child and their family are central to this process and fully involved in the decision making and planned outcomes. Pupils views will be gathered at an appropriate level for their understanding. The child and family will be consulted about who they would like to attend the Person Centred Planning Meeting and invitations will be made with the child. Parents will be given the option of accessing independent support from SEND Partnership or from Independent Supporters (ISS). At this meeting - and within the application - consideration will be given to the most appropriate educational setting for the child. This will ultimately be decided by the Local Authority in consultation with parents and school representatives.

The Assessment Co-ordinator collates all of the information and produces the Education, Health & Care Plan and sends it to Parents and to the school. The plan is reviewed on an annual basis and the school also updates the Individual Support Plan to reflect objectives outlined in the plan.

The whole process of an EH&CPlan takes approximately 20 weeks to complete.

The role of the SENDCO

The SENDCO at Halton Lodge is Angela Ellis and her responsibilities include:

- Managing the day to day operation of the SEND Policy
- Coordinating the provision for children with SEND.
- Liaising with and advising colleagues.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Managing the school based assessment.
- Liaising with Assessment Co-ordinator to monitor data for SEND pupils.
- Completing the documentation required by outside agencies and the LA.
- Managing a range of resources, human and material, to enable appropriate provision for children with SEND.
- Liaising with additional agencies such as Educational Psychologist, Specialist Teachers and Health professionals in managing the needs of the pupils.
- Liaising with Pre-school Settings, Secondary Schools and other Primary Schools, to ensure effective transfer of pupils.
- Supporting teachers when writing Support Plans.
- Liaising with support staff who deliver the intervention programmes.
- Assessing provision of interventions by Teacher's and Teaching Assistants.
- Advising on training needs of Teaching Assistants.

- Providing information of SEND to inform the Census.
- Attending SEND Training and Support Groups within the LA.

The role of the governing body

The named governor responsible for SEND is David Jones. The governing body must make every effort to secure the necessary provision for any pupil identified as having SEND.

The governors ensure, through the Headteacher delegation, that all teachers are aware of the importance of providing for these children.

The monitoring criteria includes:

- The maintenance of accurate, up to date records by the SENDCO and other staff
- Evidence of monitoring classroom practice by SENDCO
- Analysis of pupil tracking data and test results for individuals and groups of pupils
- Value added data for pupils on the SEND register
- Evidence from OFSTED inspection reports

Policy Success Criteria

- Pupils with SEND are thriving at school and develop independent skills in preparation for later life.
- Increased differentiation of the curriculum is provided to meet diverse individual needs
- Staff understand the objectives of their curriculum planning for pupils with SEND
- Regular monitoring and reviews of individual needs take place, with clear records kept of action taken
- Good home/school communication is established and maintained
- The child is at the centre of the process and Parents are involved in the decision making process.
- SEND Policy is regularly reviewed, updated and monitored
- The governing body has agreed this policy.

Appendix 1 – My SEN Support Plan

Appendix 2 – Review of My SEN Support Plan

Appendix 3 – Request for Statutory Assessment (EH&CP)

Appendix 2 – SEND Policy - Review of My SEN Support Plan

SEND Support Plan Review Sheet Autumn Term /Spring Term/ Summer Term	
Pupil's Name :	Date:
Which targets have been achieved this term? Target 1 Yes/No Target 2 Yes/No Target 3 Yes/No Target 4 Yes/No	
What has gone well this since the last review meeting? * * * *	
What are the next steps needed? * * *	

Parent's comment on progress made this term

Pupil's comment on progress made this term

Signed by: Teacher

Parent

Pupil

Date:

Received by SENDCo:

Date:

