

SEN Policy and Information Report

2020 - 21

High Halstow Primary Academy



High Halstow
Primary Academy



Approved by: [Name]

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

The Academy aims to give every pupil the opportunity to develop his/her full potential. It recognises that all pupils have their own particular needs and seeks to ensure that each pupil is able to learn, experience success and feel valued in an environment free from obstacles and prejudice.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, *for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.*
- Cognition and learning, *for example, dyslexia, dyspraxia.*
- Social, emotional and mental health difficulties, *for example, attention deficit hyperactivity disorder (ADHD).*
- Sensory and/or physical needs, *for example, visual impairments, hearing impairments, processing difficulties, epilepsy.*

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.

Based on pupils with SEND in school, our current profile of need is:

- Communication and interaction - 28%
- Cognition and learning - 32%
- Social, emotional and mental health - 28%
- Sensory and/or physical - 12%

5.2 Identifying pupils with SEN and assessing their needs

At High Halstow, all our children's needs are identified and met as early as possible. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Staff will investigate areas other than attainment and progress, for example, social needs. The school will also identify SEN through:

- observation of pupils in school.
- listening to and following up parental concerns.
- listening to and taking into account the child's views, wishes and feelings.
- reviewing and improving teachers' understanding of a wide range of needs and effective strategies to meet those needs.
- liaison with schools and other settings on phase and in year transfer.
- exchanging information from other services across education, health, care and the voluntary sector involving an external agency, and the Educational Psychology Service (EPS) as a minimum, where it is considered that a special educational need may be significant and long term and may require more in-depth and frequently reviewed cycles of assess, plan, do and review.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

All parents/carers are encouraged to contribute to their child's education. At High Halstow, all parents and carers are invited to attend two parents' evenings for their child, with an additional invite to attend a third parents' evening, specifically related to their child's end of year achievement.

We will have an early discussion with the pupil and their parents when identifying whether a pupil needs special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record. We will ask for permission to involve outside agencies to work with children and will provide parents with updates on this. We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

At High Halstow we work closely with the educational settings used by the pupils, before they transfer to us, in order to seek the information that will make the transfer as seamless as possible. Communication between the school and pre-school settings ensure that we have background knowledge of the children before they join us. There are transition times where the children join us for a range of different activities and where the parents can meet the teacher. SEN needs and provision is discussed with the parents and the pre-school setting before the child joins the school and with any other professionals who may be working with the child. These meetings will continue to ensure that the needs of the child are being met.

We also contribute information to a pupils' onward destination by providing information to the next setting. For a pupil with SEN arrangements to support transition, at the end of each Key Stage, is considered and planned. Transition arrangements at the end of KS2 will begin in Year 5 and the SENCO from the secondary setting will liaise directly with High Halstow Primary Academy. This may mean that the pupil will visit the secondary school for more occasions than a pupil without SEN. Parents will also be involved in this transition process and will be invited to the secondary school to view their provision. Where other professionals are involved with the pupil, they will also be involved in the transition process.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

For the majority of pupils (**Wave 1**), universal support includes:

- Quality-first teaching with appropriate, targeted differentiation in place according to pupil need.
- Additional adult support where appropriate to complement the work of the teacher.

For those pupils who need targeted support (**Wave 2**), there is more targeted provision put in place:

- The use of small group intervention work where appropriate.

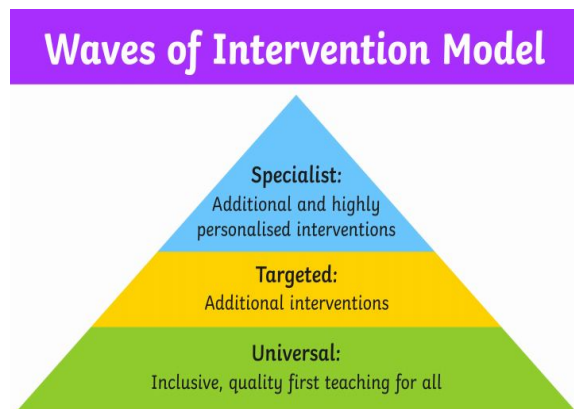
For pupils with SEND who need specialist support (**Wave 3**), the following is put into place:

- Personalised provision where appropriate through targeted, time-limited programmes.
- Personalised provision through adapted resources and interventions.

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

For your child this would mean:

- The academy (or yourself) can request that professionals within the Local Authority carry out a statutory assessment for an Education, Health and Care assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child if their needs are considered to be severe, complex and lifelong.
- After the request has been made to the Local Authority Panel of professionals (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support and will offer you a Way Forward Meeting where the school, Local Authority and parents can come together to discuss next steps.
- After the reports have all been sent, the Local Authority panel of professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible
- The EHC Plan will outline the amount of funding the school will receive from the LA to support your child. It will also outline how the support should be used, and what strategies must be put in place. It will also have long-term and short-term goals for your child and the school will meet with you annually to review these goals and to update the plan.



5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We ensure that staff receive targeted training related to the SEN needs that we see in school. We regularly consult with outside agencies to receive their more specialised expertise. We are able to put in place the following provision for pupils in relation to their needs:

Cognition & Learning:

- Dyslexia screener and assessment with Jo Holdaway
- Research based intervention programmes (Toe by Toe, Springboard Maths, National Strategy Programmes)
- Assessments with Educational Psychologist from Medway Local Authority and LAT Team.

Communication & Interaction:

- LEGO therapy for speech & language and social interaction needs.
- Working in partnership with Marlborough Outreach to support students with ASD.
- Working with Medway Community Healthcare to identify pupils with ASD and complex SLCN.
- Working with OWLS Speech & Language Therapist, Alexea Phillips, to support children with mild-moderate SLCN.

Social, Emotional and Mental Health:

- Working with Jenny Duckworth to provide Dog Training.
- Working with trained TAs in school to provide Drawing & Talking Therapy.
- Working with Fortis Outreach Trust to support pupils with SEMH needs or ADHD.
- Working with Heidi Uden to provide Play Therapy.
- Working with Medway Early Help and Parenting Support teams to provide support to families in need of additional support.
- Working with the School Nursing Team to support parents.
- Working with Medway Community Healthcare's Emotional Wellbeing team to provide support to pupils.
- SMILE club at lunchtimes.
- Working with Medway Community Healthcare to identify pupils with ADHD.
- Working with NELFT for pupils with complex SEMH needs.
- Working with the Medway Inclusion Team.
- Working with Medway Young Persons' Wellbeing Service

Sensory & Physical:

- Working with Medway Community Healthcare's Occupational Therapy Team to:
 - a) Provide individual plans for pupils with mild Sensory & Physical needs.
 - b) identify pupils with moderate-complex Sensory & Physical needs and create unique plans.
- Medway Hospital (Paediatricians)
- BEAM & Fizzy Interventions in school.
- Sensory Circuits in school
- Small sensory room in school.

5.9 Expertise and training of staff

The SENCo has completed the National Award for Special Educational Needs Co-ordination in order to fulfill the needs of their role. As part of their role, the SENCO will provide support to the class teacher in planning for children with SEN when needed, but it remains the responsibility of the class teacher to ensure that their children with SEN are having their needs met.

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEN issues, such as Specific Learning Difficulties, Autism Spectrum Disorder (ASD) and speech and language difficulties.

The school supports teaching assistants in their professional development by providing training tailored to ensure that they can meet the needs of the pupils with SEND in their class. Some teaching assistants also specialise in particular interventions, such as; LEGO therapy, Drawing & Talking Therapy and Mental Health First Aid.

5.10 Securing equipment and facilities

The Principal controls a designated budget of resource provision for special educational needs students, with guidance from the SENCO.

The individual needs of each pupil on the SEN register once established are reviewed at least three times a year at Pupil Progress Meetings and where appropriate interventions are adapted to better meet the changing needs of each pupil.

The SENCO is responsible for overseeing and assessing the successful impact of resources deployed for each pupil with SEN.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term.
- Reviewing the impact of interventions after 6 weeks
- Using pupil, parent and staff questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our trips.

All pupils are encouraged to take part in sports day/school plays/ workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Further information can be found in the Accessibility Plan.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of SMILE club to promote teamwork/building friendships etc.
- Busy Buddies work with pupils with SEN on the playground to support them to engage in shared games.
- Staff provide listening ears so pupils can discuss their emotions.
- Staff are trained in Drawing & Talking therapy which can be used to support pupils who have experienced trauma.
- We have a zero tolerance approach to bullying.

5.14 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 The local authority local offer

The Local Offer is the offer of all services available in the local area to support disabled children, children with SEN and their families. The Medway framework allows the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it lets parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings.

Medway's Local Offer can be accessed via <https://www.medway.gov.uk/localoffer>. The website has advice for parents of SEND pupils.

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

The SENCO at High Halstow Primary Academy is Miss Heard. If you have any queries about SEND provision at the academy, please contact either Miss Heard or the Principal, Mrs Stangroom, via the office email office@highhalstowprimaryacademy.org.uk or by calling 01634 251098

7. Glossary of frequently used SEN terms

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties

CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
ISR	In School Review
KS	Key Stage
LEA	Local Education Authority
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCO	Special Educational Needs Co-ordinator
SLCN	Speech, Language and Communication Needs
SpLD	Specific Learning Difficulty
VI	Visual Impairment