

Sunning Hill Primary School



Special Educations Needs and Disabilities Policy

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Reviewed by: Governing Body

Building a Bright Future Together

At Sunning Hill Primary, we instil **self-belief** and promote **independence** that allows children to become **aspirational** and committed, **life-long learners**. Our journey together provides our children with opportunities to learn and grow and encourages them to be **curious** about the world. Our children are encouraged to take **responsibility** for themselves, show **resilience** and be **proud** of who they are so they flourish within society. All achievements are celebrated to reward success, inspire ambition and nurture self-esteem.

Our Sunning Hill family work together to ensure our children are **happy, kind, charitable** and **respectful**. All children are given equal opportunities to reach their full potential. We provide a supportive, secure environment where children feel safe to take **risks and learn from their mistakes**. These foundations provide a strong base for building a bright future together ensuring **equality** for all.

Intent for Children with SEND

At Sunning Hill, governors and staff endeavour to meet the needs of those children with Special Educational Needs and Disability whilst ensuring that each child is encouraged to develop confidence in his or her abilities and to feel a valued member of the school 'family'. We want all children to participate in learning and celebrate all members of our community. Sunning Hill strives to create an inclusive culture in school and aims to be responsive to the diversity of children's backgrounds, experiences, interests, knowledge and skills. Early identification of any difficulties ensures that appropriate support and interventions are put in place, so that all learners are able to access their entitlement to education.

We actively seek and encourage the co-operation and involvement of parents in their child's education and strive to keep them well informed as an integral part of the school's approach to safeguarding. This document sets out our approach in brief. Please do not hesitate to contact the Headteacher or SENCO, should you require further information.

The Code of Practice 2014 on Special Educational Needs and Disability gives the following definition of Special Educational Needs and Disability (SEND):

"Children have SEND if they have a Learning Difficulty which calls for Special Educational Provision to be made for them."

Children have a Learning Difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority;
- are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

SEND Policy

Through the SEND policy the school governors and staff aim to meet the following objectives:

- to promote high standards, inclusion and equal opportunities;
- to have regard to Code of Practice when carrying out its duties toward all pupils with SEND;
- to monitor the attainment of all pupils in relation to the curriculum offered to facilitate the identification of children with SEND so that appropriate provision can be made at as early a stage as possible;
- to seek to ensure that a child with SEND has their needs met and that parents are notified of a decision by the school that SEND provision is being made for their child;
- to make known the needs of pupils with SEND to all who are likely to teach them;
- to ensure that teachers at Sunning Hill are aware of the importance of identifying, and providing for, those pupils who have SEND;
- to consult with the Local Authority and other outside agencies to help meet better the needs of pupils;
- to ensure that children with SEND are offered full access to a broad, balanced, and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum;
- to ensure that a pupil with SEND joins in the activities of the school together with pupils who do not have SEND, so far as is reasonably practical and compatible with the child receiving the SEND provision to meet their specific needs, and the effective education of pupils with whom they are educated and the efficient use of resources;
- where appropriate, to seek the views of the child and take these views into account;
- to recognise that parents have a vital role to play in supporting their child's education;
- to monitor the effectiveness of SEND provision including how funding, equipment and personnel resources are deployed at least annually, and report on the implementation of the school's policy within the context of the school profile.

Implementation

At the heart of the work of the school is a continuous cycle of plan, do, assess and review which takes account of the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements. Assessment is seen as a continuing process. Assessment against the National Curriculum assessment criteria for each subject will enable the school to consider the individual child's attainment and progress against the year group expectations for the majority of their peers. The English and Maths objectives for teaching also provide a basis for assessment against national age related expectations. Ongoing observation and assessment through class teachers' monitoring, outcomes from baseline assessments and test results also alert staff to pupils who may have difficulties. Those children whose overall attainments, or attainment in specific subjects, fall significantly outside the expected range may have Special Educational Needs and Disability.

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Broad Guidelines:

- A member of the Governing Body takes a special interest in the area of Special Educational Needs and Disability;
- The Head Teacher is responsible for the management of SEND provision. The SENCO (Assistant Head) has responsibility for the day to day operation of the policy;
- In its management of pupils with SEND, the school will adopt a graduated approach as outlined in the SEND Code of Practice 2014. This is a model of action and intervention to help children with SEND. It recognises that there is a continuum of SEND, and that where necessary, increasing specialist expertise should be brought to support with the difficulties that a child may be experiencing;
- Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught;
- The class teacher will have responsibility for the match of work to the child's abilities. The special needs co-ordinator will work closely with him/her to meet the child's needs;
- Parents are kept informed and their views sought, usually within the context of the twice yearly parents meeting, so that there can be a close partnership working for the benefit of the child. Parents are also invited to contribute to the setting of new targets each term. Staff are happy to discuss their child's needs with parents at other mutually convenient times;
- The school develops contact with outside agencies so that their expertise can be used to support the work of the school;
- The school will monitor the absence of all pupils, including those with SEND and any concerns regarding attendance will be followed up in line with the attendance policy.
- Staff and Governors are encouraged to attend training on SEND issues;
- SEND provision is an integral part of the School Improvement Plan;
- Regard will be taken of health and safety considerations in the implementation of this policy;
- The policy will be reviewed annually.

We closely monitor all children from entry into the school, and respond to information about a child's SEND identified before he/she starts at Sunning Hill. If a teacher has a concern about a child, this will be raised with the parent so that, working together through normal differentiation and interventions, the child's needs can be met and he/ she can make adequate progress. We recognise the importance of early identification, assessment and provision for any child who may have SEND. The earlier action is taken, the more responsive the child is likely to be, and the more readily intervention can be made.

Teachers' planning should consider the kinds of options and the variety of activities available within the class setting to enable children to access the National Curriculum. Teachers' planning should be flexible in order to recognise the needs of all children as individuals, and to ensure progression, relevance, and differentiation.

SEND Policy

The Graduated Approach at Sunning Hill:

If the class teacher and SENCO, in consultation with parents, decide that the child is not making adequate progress and needs help over and above that which is normally available within the class, then consideration should be given to helping the child through SEND Support. If it is decided that the child needs a level of intervention which is additional to or different from those normally provided then the child will be placed at the level of SEND Support.

Help to the child might take the form of:

- different learning materials or special equipment;
- introduction of some group or individual support from the SENCO or support teacher, or teaching assistant;
- devotion of extra time to staff to devise the nature of the planned intervention and to monitoring its effectiveness;
- staff development and training;
- one- off or occasional advice on strategies or equipment or staff training from external agencies.

SEND Support

Triggers for intervention through SEND Support could be the teacher's or others' concern, underpinned by evidence about a child who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- shows signs of difficulty in developing English or Maths skills which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school;
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- has communication and or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The SENCO must ensure that parents are informed that their child is to receive Special Educational Provision because the child has SEND. The nature of the additional help that might be needed by the child should be decided on the basis of all the available information about them collected by the class teacher and the SENCO, and additional information from the parents and any professionals from health and social services who may have been involved with the child.

Further support might take the form of an additional teacher or extra support from a classroom assistant.

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The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme. A One Page Profile and Provision Map will usually be devised by the class teacher and personal targets will be set. The Provision Map will record only that which is additional to or different from the normal differentiated curriculum. It will be reviewed termly. The review will focus on the progress made by the child and the effectiveness of the support provided, the contribution made by parents, and future actions including the setting, where appropriate, of new targets. A record will be kept of discussion and outcomes.

Parents should always be consulted and kept informed of the action to help the child, and the outcome of this action. Parents will receive a copy of their child's targets and have the opportunity to discuss it with the class teacher and/or SENCO meetings at least three times in the year. Parents can also arrange to discuss their child's progress at any mutually convenient time. Where appropriate, their progress, and their targets will be discussed with the child.

The SENCO will be responsible for maintaining records relating to the child's SEND. In addition to the normal pupil record this should include information about progress and behaviour, information from parents and other professionals involved. It should also include the child's own perceptions of any difficulties and how they might be addressed. It might also be necessary to record information about the child's needs in relation to the general strategies to be used to enable access to the curriculum and the school day. Information should reveal the different perceptions of those concerned with the child, any immediate educational concerns and an overall picture of the child's strengths and weaknesses. The record should be updated at least termly following the review meeting.

At Sunning Hill we have graduated the provision received at SEND Support even further. In consultation with the class teacher and assessment coordinator, those children who are still failing to make the desired progress will be identified. As a result they will access additional support groups with a classroom assistant or teacher. The activities provided within these groups will be planned and monitored by the class teacher in consultation with the SENCO to enable the child to meet the targets identified on their provision map. Each provision map for these children is also reviewed and written by the class teacher, supported by the SENCO in conjunction with relevant parties.

For those children who still cause concern despite the intervention provided, the SENCO will take the lead in planning future interventions for the child in discussion with colleagues, and monitoring and reviewing the action.

Following the review the child may continue to have a One Page Profile, provision map and SEND Support. The child may be judged to have made progress such that he/she is no longer felt to be in need of support at this level. Alternatively, it may be decided that the child's needs require support from external agencies.

School Requests for an EHCP Assessment

If any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success, and alternatives have been tried, then the school in consultation with parents and any external agencies already involved, may make a referral to the Local Authority for a EHCP assessment of the child's SEND. Whilst the Local Authority is considering the referral and whilst any subsequent statutory assessment is being made, the child should be supported through SEND support.

The school will submit the referral for EHCP Assessment to the Local Authority and provide the necessary evidence to support this referral.

Referrals for EHCP Assessments will be considered and initiation determined by a multi-agency panel. This will consist of Local Authority, educational settings, health, and social care representatives. The panel meet at regular intervals throughout the academic year.

The panel will determine, on the evidence submitted by the educational setting, if the child/young person's needs require initiation of an EHCP. An EHCP will be issued when a child/young person's learning difficulties:

- Meet the criteria outlined in the High Need's Funding documentation.
- May call for special educational provision which cannot reasonably be provided by the school.

If the panel do not agree that an EHCP is required, this will be fed back to the school with the reasons for this decision. If the panel do agree to carry out an EHCP Assessment, the outcome may be that an EHCP is issued or that a note in lieu is issued.

If an EHCP is awarded the Local Authority must check the child's progress (at least once a year) and make sure that the EHCP continues to meet his or her needs. This is done through a review to which all involved with the child's education are asked to contribute, including the parents and the child. The school will endeavour to support and advise parents throughout the EHCP process.

Roles and Responsibilities in SEND Provision:

Governors

The Governing Body should, in co-operation with the head teacher, determine the school's general policy and approach to provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work. They should monitor the school's work on behalf of children with SEND, and report to parents on the school's SEND policy through the School Profile.

SEND Policy

Headteacher

The Head has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND. The Head should keep the Governing Body fully informed and also work closely with the SENCO.

Teaching and Support Staff

Staff should be involved in the development of the school's SEND policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.

Parents

Partnership with parents plays a key role in enabling children with SEND to achieve their full potential. Parents are told when a child is first identified with SEND and are told about the Bolton Information and Advisory Service delivered by the Local Authority. We aim to keep parents involved in the school – based response for their child, and to ensure they understand the purpose of any intervention or programme of action.

Parents have a legal duty to make sure that their child receives suitable education. In working with schools they should communicate regularly with school staff and alert them to any concerns they have about their child's learning or provision, and fulfil their obligations under home – school agreements which set out the expectations of both sides.

As soon as parents feel that their child may have a special educational need and may need different arrangements made for them, they should discuss the matter with the school. The school should listen to, and take parents' views and concerns into account when considering any intervention. Where a child is provided with any additional or different intervention through SEND support, parents can play a part in the processes of planning and reviewing their child's Provision Map. They can also help the school in implementing SEND support, for instance by helping their child with any programmes to be followed at home.

Role of the SENCO

Mrs D Torpey is our Special Educational Needs and Disability Co-ordinator. She will be happy to provide any additional information. Parents can see her by arrangement, or can contact the Head Teacher.

The SENCO has responsibility for:

- overseeing the day to day operation of the school's SEND policy;
- co-ordinating provision for children with SEND;
- liaising with and advising fellow teachers;
- managing special needs assistants;
- overseeing the records of pupils with SEND;
- liaising with parents of children with SEND;
- contributing to the in-service training of staff;
- liaising with external agencies including the Local Authority's support and educational psychology services, health and social services, and voluntary bodies.

SEND Policy

Admissions

The school will consider applications from parents of children who have Special Educational Needs and Disability but no EHCP on the basis of the school's published admission criteria. Such children will be considered as part of the normal admission procedures.

Links with Other Schools

When children transfer from other schools or nurseries to Sunning Hill the school takes careful note of information sent, including that relating to Special Educational Needs and Disability.

The school maintains records on all its pupils including those with SEND. When a child leaves Sunning Hill, these records are passed on to the receiving school so as to ensure continuity and progression in a child's learning. For children with SEND the record will also include background information collated by the SENCO, copies of any individual plans prepared in support of SEND support and any EHCPs.

Before a child with SEND transfers to secondary school the school liaises with the secondary school's Special Educational Needs and Disability department so that individual needs can be met. In the case of a child with an EHCP, this may take the form of a meeting between the child's parent, and SENCOs from the two schools.

A parent may inspect his or her child's records. A request should be made in writing to the Head Teacher. A response to this request will be made within 15 school days.

Resourcing Special Educational Needs and Disability at Sunning Hill

The school arranges training for teaching assistants and support teachers in SEND to work with children at the level of SEND support.

In addition, teaching time is allocated specifically to children with SEND, according to their need, where they receive small group or individual support from either teaching staff, or a classroom assistant. This may consist of working with children in the classroom or in withdrawal groups, as appropriate. Where it involves spending some time outside the ordinary classroom, it will nonetheless be in the context of the inclusive curriculum.

SEND also receives an annual allocation from the school's budget for the purchase of physical resources. The SENCO is responsible for the management of this budget. Resources are kept centrally and all staff has access to them.

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Training

The SENCO attends courses to further her expertise in this area and reports back to staff as appropriate. All teaching staff are encouraged to attend courses to aid their personal professional development. SEND will, from time to time, be a particular focus for whole school development within the context of the school's development plan and training may be delivered to all staff by either the SENCO or experts from external agencies. Cost of training will normally be met from the school's training budget.

External Agencies

The school has developed links with a number of services to support its work with children with SEND as is appropriate for the needs of the child. Parents are consulted before external agencies are involved.

Learning and behaviour support services may be asked to offer advice on the best way to provide for a child's SEND, to carry out assessments on a child, or to work directly with a child or teaching staff. Staff can borrow resources from these services and staff are encouraged to attend their training courses.

There is a close working relationship with the Educational Psychologist who advises us on children with SEND. Additionally the school can call on the services of other experts such as teachers for the hearing or visually impaired, speech therapists, physiotherapists, educational social workers etc.

The school nurse visits school regularly and is available for parents to discuss any concerns with her.

Accessibility

The school is built on a number of different levels connected by flights of stairs. We are always seeking ways to improve accessibility for disabled pupils.

Safeguarding children with SEND

Students with special educational needs and disabilities (SEND) can face additional safeguarding challenges. We are aware that additional barriers can exist when recognising abuse and neglect in this group of students. We will ensure that:

- we do not make assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the student's disability without further exploration.
- we consider that students with SEN and disabilities may be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- communication barriers do not prevent us from gaining the students views and we will be creative in overcoming any potential difficulties.

SEND Policy

We refer to our Physical Restraints Policy in regards to supporting students with learning disabilities, autistic spectrum conditions and mental health difficulties who may need to be restrained.

Impact for Children with SEND

For many children their difficulties will be resolved through the normal differentiation and interventions within the class but some may prove less responsive to this provision. The key test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways:

- Close the attainment gap between the child and their peers;
- Prevent the attainment gap growing wider;
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- Matches or betters the child's previous rate of progress;
- Ensures access to the full curriculum;
- Demonstrates an improvement in self-help, social or personal skills;
- Demonstrates improvements in the child's behaviour.

The Curriculum for Children with SEND

Children with SEND are taught normally within their class unit, following a balanced and broadly based curriculum, including the National Curriculum where appropriate. Activities and the level of adult support may be differentiated to facilitate curriculum access. Sometimes children may receive one to one support; work in a small group of children of similar ability, work in mixed ability groups. If they are withdrawn from the classroom, principles of inclusive education will be followed.

Children with SEND are encouraged to join in the full range of school activities, curricular and extra-curricular, as long as this does not put at risk either their health and safety or that of others, or affect the effective education of their peers or efficient use of resources.

Evaluating Our Provision

The Governors evaluate the effectiveness of the school's SEND policy each term. They evaluate the effectiveness of the school's provision against its objectives through reference to the Head Teacher's reports.

Evaluation will examine how the school identifies, assesses and provides for pupils with SEND including:

- how personnel are being deployed to support pupils with SEND;
- funding for equipment for pupils with SEND and what it has been used to purchase;
- any building adaptations;
- staff training;
- use made of external support services and agencies.

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In addition Governors monitor the effectiveness of our provision through reference to:

- the numbers of pupils moving on and off the register;
- the programme of termly SEND reviews;
- the progress made by pupils with SEND as evidenced by test scores such as end of Key Stage 2 SATs.

The Local Authority also monitors the effectiveness of provision annually.

Complaints

Parents who have a complaint about the school's policy with regard to SEND should contact the Head Teacher. Should the matter not be resolved they should contact the school's Governing Body through the Complaints procedure, a copy of which can be found on the school website

Our school aims to support all families and the wider community. Any queries or concerns regarding individual policies will be considered on an individual basis.