

Holland Haven Primary School

Special Educational Needs and Disabilities (SEND) Policy

Sept 2023 - July 2024

At Holland Haven Primary School, we believe that all children should be able to make the best possible progress at school and we are committed to ensuring that necessary provision is made for any child who has a Special Educational Need or Disability (SEND). We support children with SEND to be included in all aspects of school life.

“ All children and young people are entitled to an education that enables them to make progress so that they: achieve their best; become confident individuals living fulfilling lives and make a successful transition into adulthood, whether into employment, further or higher education or training.” – *2014 SEND Code of Practice*.

At Holland Haven Primary School we have high aspirations for all our pupils. These are reflected in our school ethos, aims and core values. Every teacher at Holland Haven is responsible for the learning, progress and attainment of every pupil.

To read more about our school vision, ethos, aims and core values, please follow this link to our website:

<http://www.hollandhavenschool.co.uk/school-ethos--values.html>

Compliance

This Policy complies with the statutory requirements laid out in the 2014 SEND Code of Practice: 0 - 25 years. In addition it has been written with regard to the Equality Act 2010; the Children and Families Act 2014 and the SEND Regulations 2014.

What is SEND?

The 2014 SEND Code of Practice describes a Special Educational Need as such:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

“A child ...has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age ...”

Objectives of SEND procedures

1. To identify and provide for pupils who have special educational needs or additional needs.
2. To ensure that every child achieves success in their learning and is equipped to reach their full potential.
3. To value and encourage the contribution of all children to the life of the school.
4. To work in partnership with parents and carers when identifying needs or making and reviewing plans to meet those needs for children with SEND.
5. To involve the pupils with SEND in the planning and decision making that affects them.
6. To work closely with external support agencies, where appropriate, to support the needs of individual pupils.
7. To work with the Governing Board to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.
8. To provide support, training and advice for all staff working with pupils with SEND and to support quality teaching and learning for all pupils.
9. To ensure that the guidance provided in the 2014 SEND Code of Practice and SEND regulations 2014 are implemented effectively across the school.

Responsibility for SEND

The SEND Co-ordinator (SENCo) is Miss Allyson Wilson, who holds the National Award for SEND Coordinators (NASENCO) and also shares the Deputy Headteacher role with Mrs Catherine Humphrey. The SENCo is a member of the Senior Leadership Team and works closely with the Head Teacher, other members of the Senior Leadership Team, Teachers, Learning Support Assistants (LSA's), external agencies, parents and carers, to identify and make provision for children with SEND.

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND, following the requirements of the Code of Practice 2014.

The SEND governor is Mrs J. Sharman. She meets with the SENCo to discuss actions and progress towards SEND targets on the school RAP (Raising Achievement Plan)

The SENCo is responsible for:

- Coordinating the provision for children with SEND.
- Coordinating the graduated approach to providing support for pupils with SEND.
- Identification of pupils with SEND.
- Conducting or arranging for diagnostic assessment, where appropriate, for children who have or may have SEND.
- Supporting teachers to implement strategies, set targets and use available resources effectively, in order to meet the needs of pupils with SEND.
- Advising and supporting LSA's working 1:1 with pupils who have an Education, Health and Care Plan (EHCP)
- Liaising with parents and carers of pupils with SEND.
- Liaising with external agencies and the local authority SEND operations team and Inclusion Partner.
- Liaising with nurseries and secondary schools to provide smooth transition between settings, for pupils with SEND.
- Working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that all the records of pupils with SEND are kept up to date.
- Communicating with the Governing Board to enable them to fulfil their monitoring role.
- Attending SENCo Cluster meetings and relevant professional development courses in order to stay well informed regarding changes to legislation and statutory duties.

Medical Conditions and Disabilities:

The school recognises that pupils at school with medical conditions should be supported to have full access to the curriculum. 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.

A disability does not automatically mean that a pupil will be placed on the Special Educational Needs and Disabilities (SEND) register, unless their disability has an impact on their education. Holland Haven complies with the legal obligations of the Equality act 2010 and where necessary makes reasonable adjustments to ensure that pupils with a disability are not at a disadvantage compared with their peers.

The ASSESS, PLAN, DO, REVIEW cycle (The Graduated Approach)

At Holland Haven we follow the graduated approach described in the SEND Code of Practice 2014 in order to identify needs, plan provision and review impact for our pupils. This graduated approach follows an ongoing cycle of four key actions: Assess, Plan, Do, Review.

ASSESS

Identifying Special Educational Needs and managing the needs of pupils on the SEND Register

The purpose of identification is to determine the action that we need to take in order to support a pupil.

The Code of Practice identifies four broad areas of need.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs

The class teacher and SENCo use assessment outcomes, observation and their knowledge of the child to identify whether the pupil's needs require him/her to be identified on the SEND Register. Pupils on the SEND register who do not have EHCPs (Education, Health and Care Plans) are listed as being at the SENSupport level of need. Parents/Carers are informed when we believe that a child may have a special educational need.

For pupils with higher levels of need, external agencies e.g. Our Local Authority Inclusion Partner, Our Local Authority Educational Psychologist or NHS Paediatric Services could be called upon to provide specialist advice or assessments.

In a very small number of cases where a pupil's needs may be such that they are still unable to make progress despite high quality targeted support, we may apply to the local authority for the child to be assessed for an Education, Health and Care Plan (EHCP). This is an Educational Health and Care Needs Assessment request (EHCNA). This step is only appropriate for a very small percentage of pupils whose attainment is significantly below age related expectations and who experience a high level of need.

PLAN:

Children who are not making expected progress or whose attainment is below age related expectations may receive provision that is additional to the high quality teaching already in place. Planned provision may take the form of adjustments within the classroom e.g. seating arrangements, differentiation, specialist equipment e.g. pencil grips or coloured overlays. High quality teaching, differentiated for individual pupils, is always the first step in responding to children who have or may have a Special Educational Need or Disability (SEND). Before any SEND is identified, pupils who require additional provision are closely monitored through the graduated approach: *assess, plan, do, review* cycle. This provision may be all that is needed to support a child to make progress or it may be that SEND is identified through further Assess, Plan, Do, Review cycles.

Once a child has been identified as having SEND, provision is planned to remove barriers to learning and support the pupil to make progress. Class teachers will record the provision in place, in a One Planning Record. One Planning Records are reviewed with parents/carers at least once a term, with the aim that the One Planning Record is co-produced with parents/carers. Parent/Carer views are integral to the One Planning process. .

A One Planning Record details the outcomes that have been agreed in One Planning Review meetings, with parents /carers. Steps toward these outcomes should be specific, measurable, achievable, relevant and time limited (SMART). Personalised provision or interventions may be delivered 1:1, in small groups or as part of whole class learning, to enable pupils to achieve their planned outcomes.

A Pupil Passport (a one page pupil profile) is a record of the views, hopes and aspirations of the individual child. Pupils use this document to record what is important to them. Pupil Passports are shared with parents/carers and changes made as needed, at termly review meetings or in class.

DO:

The planned provision takes place in the classroom, in small groups outside the classroom or 1:1 with an adult, as described in the provision plan. Teachers are responsible and accountable for the progress and development of all of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

When allocating additional adult support to children, our focus is on the learning outcomes for the child, not on the number of hours an adult spends with a child. We aim to provide sufficient support to enable the pupil to achieve their outcomes, but without developing learned dependence on an adult.

The school is able to offer a range of evidence based interventions which are delivered by LSAs who have received specific training and who are supported by the SENCo to ensure that interventions are effective.

REVIEW:

Pupil progress and the impact of provision is reviewed regularly by teachers through the whole school assessment procedures. In addition, teachers will meet with parents/carers of pupils on the SEND register at least once every term to review the impact of the provision for their child. This will be recorded in the One Planning Record. Parents and carers are also encouraged to share their hopes, aspirations and views on what is important for their child.

Managing the needs of Pupils supported through SEN Support or an EHCP

- The SENCo monitors planning and provision for pupils with SEND and supports teachers to make adaptations and reasonable adjustments for SEND pupils.
- The Senior Leadership Team (SLT) monitor the quality and effectiveness of provision for all pupils including those with SEND through classroom observation, book monitoring, discussions with class teachers and data analysis.
- SEND provision is primarily delivered by class teachers through high quality teaching, adaptations and reasonable adjustments. Interventions are run by trained teaching assistants throughout the school. This is funded from the school's annual budget. Provision is reviewed by the SLT in line with current pupil needs.
- Support for pupils with an EHCP is funded through the school's annual budget with some additional funding provided by the local authority to allow the school to meet the provision needs outlined in the EHCP. This additional funding varies on an individual basis and is determined by the local authority. This funding does not necessarily mean that a pupil will receive 1:1 adult support in class.
- Parents, carers, learning support assistants (LSAs), class teachers, SENCo and outside agencies liaise and share developments in order to inform reviews and provision planning. Key information is recorded on the pupil's One Planning Record and updated every term or more often if necessary.
- Each term individual teachers meet with the Headteacher for a Pupil Progress meeting where the progress of all children including those with SEND is reviewed.
- Parents are encouraged to be involved in supporting their child and to contribute to the plans for achieving the chosen outcomes for their child.

Additional Provision / Interventions

Each term the SENCo plans interventions to meet pupil need. Interventions are documented on an Intervention Map which gives details of the interventions that have been planned for pupils. Other provision such as equipment, classroom strategies or pastoral provision are documented on the child's individual One Planning Record.

All learning support assistants (LSA's) are involved in continuing professional development (CPD) to support learning and the provision for children with SEND. The effectiveness of interventions is reviewed half termly and changes are made as soon as possible if an intervention is not meeting the needs of an individual child. We use the Education Endowment Foundation research to inform us when choosing effective interventions, as well as recommendations from our Local Authority Educational Psychology Service.

Our Learning Mentor works closely with pupils who have social, emotional or mental health needs. Our learning mentor and trained LSAs deliver interventions designed to develop pupils' social, emotional and resilience skills to support pupil wellbeing. Where necessary and in discussion with parents/carers, we refer pupils to external agencies such as the Wellbeing and Resilience Mental Health Service (WARMS) or to the Children's and Adolescent's Mental Health Service (CAMHS) for support with mental health difficulties.

Adaptations to the curriculum and the learning environment

Holland Haven Primary School is a single level building with wide corridors and a wheelchair accessible toilet.

High quality teaching and appropriate adaptation or reasonable adjustments support children who may have persistent difficulties with literacy, numeracy, speech and language, attention and listening or social and emotional development. The strategies which are used to target these needs, also support all children. Teachers plan engaging lessons suitable for pupils with different learning styles.

Access to extracurricular activities

All of our children have equal access (*age/year group criteria may apply*) to before school, lunchtime and after school activities which develop engagement with the wider curriculum. Where necessary, we make adaptations to meet the physical and learning needs of our pupils. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND or medical needs.

Transition arrangements

We understand that it can be difficult for children as they move into a new class or a new school. In addition to the planned transition arrangements offered to all children, we plan enhanced transition arrangements to meet individual needs. For transitions within the school, these usually take the form of visits to the new classroom, opportunities to meet the teacher/LSAs or a transition sheet with photographs of key people.

The EYFS class teachers and SENCo liaise with pre-school settings to meet children with SEND and plan personalised transition arrangements where appropriate.

Transition Reviews are held early in the summer term of year 5 or early autumn term of year 6, for pupils with an EHCP. Where possible, the SENCo of the named secondary school is invited to attend the summer term year 6 review for pupils with an EHCP. In addition, secondary school SENCos are invited to meet and discuss arrangements for all children supported through SENSUPPORT. Additional transition arrangements may be made at these reviews.

Complaints

Please refer to the school complaints policy.

Wherever possible, the school works in partnership with parents to ensure a collaborative approach to meeting a pupil's needs. If parents have a concern, they should, in the first instance discuss, this with their child's class teacher. If the issue still cannot be resolved, parents should discuss their concern with the Headteacher or the SENCo.

The Essex Local Offer

The Local Offer enables parents and carers to find out how to access the services that are available in their area. It details provision for children and young people from birth to 25 years, across education, health and social care. The Essex local offer is available online: <http://www.essexlocaloffer.org.uk/>

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school life. We promote self and mutual respect and a caring, nonjudgmental attitude throughout the school.

Admissions

Choosing a school for your child is likely to be one of the most important decisions you need to make as a parent or carer. At Holland Haven we strive to provide an education which acknowledges individual needs and abilities.

Our admissions criteria are explained in detail in our admissions policy. In accordance with the Equality Act 2010 we do not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation.

We admit children into our Foundation Stage classes in the September of the year in which they are five. Older children, who may have started school elsewhere, are admitted into an appropriate class, subject to a place being available. All admission paperwork is handled through the local authority – Planning and Admissions. Their telephone number is available from the school office.

For those Foundation Stage children who have a place in the September intake, we hold induction days in the term before they start. This helps children to become familiar with their classroom and to meet their teacher. Families with children who are transferring from another school, are encouraged to visit the school and meet with the Headteacher prior to the pupil's first day.

Review Framework

This policy will be reviewed annually or sooner in the event of revised legislation or guidance.

Next Review Due: July 2024