

# HESWALL PRIMARY SCHOOL



'Better Never Stops'

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

**2020- 2021**

## **1. Statement of Intent**

At Heswall Primary School we embrace the fact that every child is different and, therefore, the educational needs of every child are different. In order to move forwards with our EPIC curriculum, the school provides a broad and balanced curriculum for all children in a safe, caring and nurturing environment. However, we know that some children in our school have specific and diverse needs and that they will develop and learn in different ways. Therefore, in our school, we respond to the diversity of needs, which includes, but is not limited to, Special Educational Needs.

Additional information about the implementation of this policy can be found in our SEND Information Report. This is part of the Local Offer for children with SEND. <https://localofferwirral.org/>

## **2. Definitions**

The 2015 SEND Code of Practice states that:

*“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if he/she:*

- 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/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions”*

Though there is a lot of overlap between the groups, children who have special educational needs do not necessarily have a disability and disabled children do not necessarily have special educational needs. The use of the terms SEN and SEND in this report reflect this inter-relationship; each are utilised according to their relevance.

## **3. Areas of Special Educational Need**

The SEND Code of Practice (2015) as well as a variety of other academic and working documents regularly refer to four broad areas of need. These are:

1. Communication and Interaction: Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. They may have difficulty with one, some or all of the different aspects of speech, language or communication.
2. Cognition and Learning: Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia also fall within this category.

3. Social, Emotional and Mental Health: Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in different ways. These behaviours may reflect underlying mental health difficulties and children may have underlying disorders such as attention deficit disorder and attention deficit hyperactive disorder.
4. Sensory and/or physical needs: Some children and young people have a disability which prevents or hinders them from making use of the educational facilities generally provided. These could be, for example, vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI). Some children with a physical disability (PD) may also require additional support.

These areas give an overview of the range of needs that providers should plan for. However, individual children often have needs that span across more than one, or sometimes all, of these areas. Similarly, a child's individual needs may change over time. It is the position of Heswall Primary School that whilst the local authority does require a primary area of need to be stated on certain applications, the school and its professionals will consider the child via a holistic approach where we endeavour to identify the core need, the primary need and the full range of other needs, so that the child can be as comprehensively supported as possible.

#### **4. Legal Framework**

The basis of Heswall Primary School's Special Educational Needs & Disability (SEND) Policy is founded in the legislation that exists in the United Kingdom. Whilst some Acts may be revised or superseded, the school maintains the right to use the language from such insofar as it does not impact the adherence to its legal responsibilities. The key pieces of legislation considered are as follows:

- The Children and Families Act 2014

This forms the responsibilities and the provisions available to the Local Authority (LA). It is the duty of the school to co-operate with the LA in all matters relating to this Act but the schools retains the right and the responsibility to question and, if need be, challenge requests and actions that it believes do not adhere to, or are in contravention, of the Act.

The act states that a local authority in England must have regard to the following matters in particular—

- (a) the views, wishes and feelings of the child and his or her parent, or the young person;*
- (b) the importance of the child and his or her parent, or the young person, participating as fully as possible in decisions relating to the exercise of the function concerned;*

*(c) the importance of the child and his or her parent, or the young person, being provided with the information and support necessary to enable participation in those decisions;*

*(d) the need to support the child and his or her parent, or the young person, in order to facilitate the development of the child or young person and to help him or her achieve the best possible educational and other outcomes.*

- Education Act (1996)
- Children's Act (1989)
- Disability Discrimination Act (1995)
- Equality Act 2010.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- The 2015 SEND Code of Practice 0-25.

The SEND Code of Practice set out directives for the school to follow and incorporates the legislation of the National and Local agenda. One of the key elements of the Code is that the principles set out by the legislation support the achievement of the following aims and objectives:

- *The participation of children, their parents and young people in decision making.*
  - *The early identification of children and young people's needs and early intervention to support them.*
  - *Greater choice and control for young people and parents over support.*
  - *Collaboration between education, health and social care services to provide support.*
  - *High quality provision to meet the needs of children and young people with SEN.*
  - *A focus on inclusive practice and removing barriers to learning.*
  - *Successful preparation for adulthood, including independent living and employment.*
- Supporting Children with Medical Conditions.
  - Keeping Children Safe in Education.
  - Working Together to Safeguard Children.

These documents are readily available online. Heswall Primary School and its agents take great care in ensuring that the policy and all of the procedures that it informs are in the best interest of the children and the families involved at the school and that the school is protected by adhering to its legal responsibilities.

## **5. Aims and Objectives**

The aims of this policy are:

- to create an environment that meets the special educational needs of each child, enabling them to make progress to achieve their best.
- to help children begin to acquire the skills needed for a successful transition to adulthood.
- to ensure that the special educational needs of children are identified early, assessed appropriately and provided for effectively.
- to make clear the expectations, roles and responsibilities of all partners in the process.
- to enable all children to have full access to all elements of the school curriculum.
- to ensure that parents are able to play their part in supporting their child's education.
- to ensure that our approach to planning and provision is person-centred, and that children have a voice in the process.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties and that barriers to learning will be reduced.

## **6. Admissions**

No pupil will be refused admission to school on the basis of his or her special educational need. In line with SEN and Disability legislation, we will make all reasonable adjustments to provide effective educational provision. (Please see school's Admissions Policy.) The Governors will make every effort to accommodate a child's particular needs, working with the LA to improve facilities where necessary.

## **7. Roles and Responsibilities**

The governing body has delegated the responsibility for the day- to- day implementation of this policy to the SENCO who has Qualified Teacher Status and holds the National Award for SEN Coordination.

All school staff have a responsibility for pupils with SEND in their class, firstly to ensure 'Quality First Teaching', with differentiation and personalisation to meet need. All staff are aware of their responsibilities towards pupils with SEND.

### **In our school the SENCO:**

- oversees the day-to-day operation of the policy.
- co-ordinates the provision for children's special educational needs.
- advises on the graduated approach to providing SEND support.
- supports and advises colleagues.
- oversees the records of all children with special educational needs.
- liaises with parents of children with SEND, in conjunction with class teachers.
- acts as a link with external agencies and other support agencies.
- monitors and evaluates the special educational needs provision and prepares reports for the governing body.
- monitors and evaluates the progress of children with SEND
- contributes to the professional development of all staff.

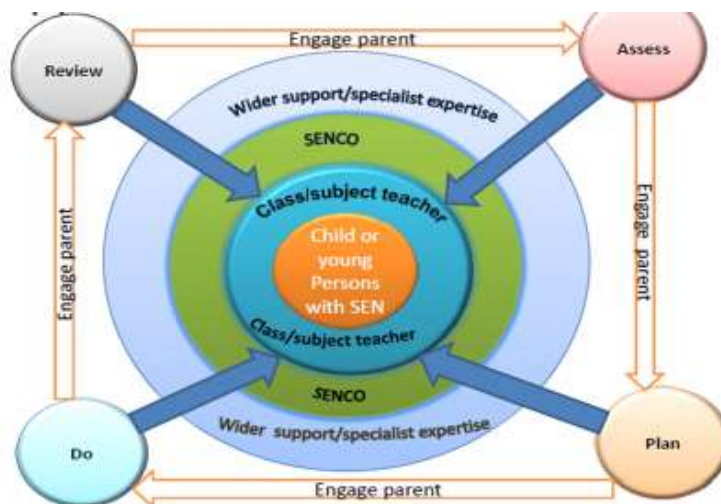
## Governors

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The Governor liaises with the school SENCO and Head Teacher in all matters relating to SEND in the school.

## 8. Identification and Assessment of Needs

The SEND Code of Practice (2015) states that:

*'where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective specialist educational provision in place. This SEND support should take the form of a four-part cycle: Assess Plan, Do and Review. This is known as the graduated approach.'*



We recognise the benefits of identifying a child's need at the earliest opportunity so that we can make effective provision to improve long-term outcomes.

A child's needs may be identified by:

- Whole school tracking data.
- Teacher assessments and tests.
- Concerns raised by class teaching staff.
- Concerns raised by parents.
- Concerns raised by child.
- Information received from pre-school settings and from previous schools if pupils transfer.
- Information received from other services (e.g. health care).
- Assessment from outside agencies.

In identifying a child as needing SEND support, staff, alongside the child's parents will have carried out an analysis of the child's needs. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO should contact them, with the parents' agreement.

## **9. Provision for children with SEND**

At Heswall Primary School we aim to offer a broad, balanced and exciting curriculum for all our children. This is done through high quality teaching, which is differentiated to suit all children's individual needs. However, where a child is identified as having special educational needs, the school provides for these children in a variety of ways, which will be specific to the child. This can include:

- Support in class, working in a small group with a Teacher or Teaching Assistant.
- Small group support outside of the main classroom, as part of an intervention programme.
- Individual class support
- Further differentiation of resources.
- Learning partners
- Provision of alternative learning materials or special equipment.
- Staff development/training to undertake more effective strategies.
- Access to Specialist Teaching and Educational Psychology Service, or other support services for advice on strategies, equipment, or staff training.

Our behaviour policy aims to be suitable for all children, including those with SEND. However, for some children with specific needs, a more personalised plan may be required.

## **10. Record Keeping and Monitoring**

The school will keep a comprehensive register of all children with additional needs. There will be a specific register for those with medical conditions and a separate register for those with SEN that encompasses their educational needs. The SEND registers are reviewed by the SENCO on a half termly basis, and parents will be notified of any changes to a child's record. Parents will always be notified if a child is being placed on the SEND register, as this is done in collaboration with parents.

Records belonging to children on the SEND register, and those for whom monitoring arrangements are in place, are kept updated, and are monitored, by the SENCO. These records are stored securely, in line with the General Data Protection Regulation (GDPR) 2018. Pertinent information is shared with teaching staff, and other professionals involved in the child's care and support and with parents in an accessible format. The School uses CPOMS (Child Protection Online Monitoring System) to facilitate good communication between staff, ensuring that all issues relating to children with SEND are shared and actioned appropriately.

## **11. Person Centred Plans (PCP)**

When a child is added to the SEND register, their class teacher may consult with the school SENCO and parents to produce a Person Centred Plan (PCP). This will detail any provision which is additional to or different from usual classroom practice which is deemed necessary for the child to reach desired outcomes.

The outcomes page should be concisely written and focus on three or four individual SMART (Specific, Measurable, Achievable, Realistic, and Timely) outcomes, chosen from those relating to the child's area of need. The Plan should be shared with the parents and, if appropriate, with the child.

The One Page Profile will include:

- What others like and admire about the child
- What the child is good at
- How the child wants to be supported

School staff will ensure that the child's PCP is as detailed as possible and that it reflects the child's views. PCPs will be reviewed regularly, as part of the graduated response and this will be shared with the parent.

Where a PCP is considered not to be sufficient in order to support the needs of the child within the mainstream environment, it is possible to escalate the planning and actions. On agreement between the SEND co-ordinator, class teacher and the parents, an Additional Support Plan (ASP) will be constructed. The Additional Support Plan (ASP) aims to help staff plan and deliver a more effective curriculum for children with additional support needs.

The ASP is a holistic plan. It provides an overview of the range of interventions and support which have been agreed to meet the child or young person's additional needs. It includes a number of parts which can be used to tailor the plan to the needs of the pupil. Only those parts of the plan which are considered necessary will be used. As with a PCP, the additional support plan will be reviewed regularly.

## **12. Request for Statutory Assessment**

If, despite an individualised programme of sustained intervention, the pupil remains a significant cause for concern, the school, in consultation with parents, will request a Statutory Assessment from the Local Authority, in line with 'The Local Offer'. A Statutory Assessment can also be requested by a parent or outside agency.

In making this application the school will include:

- PCPs and ASPs
- Information on the pupil's health and relevant history.
- National Curriculum attainment information.

- Other relevant assessments from specialists such as support teachers and educational psychologists.
- Assessment from outside agencies, such as Paediatrician or Speech and Language Reports.
- The views of parents.
- The views of the pupil, where this is appropriate.
- Social Care/Educational Welfare Service reports.
- Any involvement by other professionals.

### **13. Education, Health and Care Plans (EHCP)**

Education, Health and Care Plans are personalised plans for children and young people with special educational needs that cover from birth to age 25 and they are legal documents. They aim to ensure that all the support a young person needs from education, health and social care professionals is agreed in one place and means that different agencies will work together to help the young person achieve their outcomes.

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. A request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP may state that an alternative educational setting is more appropriate to the pupil's needs. An EHCP will include details of specific learning objectives for the child.

EHCPs must be reviewed annually and can be reviewed at any time should the child's circumstances change, or concerns raised about the nature of provision. The SENCO will organise these reviews and invite:

- The pupil's parent.
- The pupil if appropriate.
- The relevant teacher.
- Any other person the SENCO or parent/carer considers appropriate including health or educational professionals.

The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

### **14. The Local Offer**

The Local Offer gives children and young people with special educational needs or disabilities and their families information about support services that are available in their local area. Every local authority is responsible for maintaining and updating the Local Offer website.

Heswall Primary School will continue to ensure that all children, parents and other stakeholders to the school will have complete access to the Wirral Local Offer. The school and all of its agents will adhere to the Local Offer as they do with the other portions of the guiding legislation. The six areas that comprise the Local Offer are:

*Children before school age: 0-4*

*Children of school age: 4-16*

*SEN and Disabilities Information*

*Families Information Service*

*Children's Disability Register*

*Growing up and Leaving School*

## **15. Working with Parents**

At Heswall Primary School, we believe that education for children with SEND is most successful when parents and school work closely together. We encourage a close working relationship through:

- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- making parents and carers feel welcome.
- giving support during assessment and any related decision-making process about SEN provision.
- working effectively with all other agencies supporting children and their parents.
- agreeing outcomes for the child with parents.
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- focusing on the child's strengths as well as areas of additional need.
- making parents and carers aware of further support which can be accessed through local services and voluntary agencies.

## **16. Review of SEND Policy**

This policy has been written and agreed in conjunction with the Governing Body. The provision for SEND is extremely important to the community of Heswall Primary School and the policy will be regularly updated to reflect current legislation and practices.

*Next review: September 2023.*