

# HESWALL PRIMARY SCHOOL



## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

**2016- 2019**

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### POLICY FOR SPECIAL EDUCATIONAL NEEDS

#### 1. EDUCATION ACT 1996 SEN Code of Practice 2001 1.3

Children have special educational needs [SEN] if they have a learning difficulty which calls for special educational provision to be made for them

Children have a learning difficulty if they:

- a] have a significantly greater difficulty in learning than the majority of children of the same age; or
- b] 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 education authority;
- c] are under compulsory school age and fall within the definition at a] or b] above or would do if special educational provision was not made for them.

Children must 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.

Special educational provision means:

- a] for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA , other than special schools, in the area;
  - b] for a child under two, educational provision of any kind.
- (see section 312, Education Act 1996)

#### Definitions in the Children Act 1989 and the Disability Discrimination Act 1995

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

*Section 17 (11), Children Act 1989*

A person has a disability for the purposes of this Act if he has a physical or mental impairment which has substantial and long-term adverse effect on his ability to carry out normal day- to-day activities.

*Section 1(1), DDA 1995*

#### 2. HESWALL PRIMARY SCHOOL POLICY STATEMENT

All children share the right to a broad, balanced and differentiated curriculum including access to the National Curriculum, which is relevant to their needs. Nationally, about 20% of children may have some form of SEND at some time and it is the responsibility of all staff, teaching and non teaching, to actively assess all

pupils by direct observation of their individual needs [and not just their disabilities] over their seven primary years.

### 3. AIMS AND OBJECTIVES

#### AIMS

“There is a wide agreement about the purposes of learning at school, in particular that pupils should develop lively, inquiring minds, acquire understanding, knowledge and skills relevant to adult life and employment and develop personal moral values. To serve these purposes the government believes that the curriculum offered to every pupil, whether at an ordinary school or a special school, should be:-

- a] **BROAD:** it should introduce the pupil to a wide range of knowledge, understanding and skills.
- b] **BALANCED:** each part should be allotted sufficient time to make its special contribution, but not so much that it squeezes out other essential parts.
- c] **RELEVANT:** subjects should be taught so as to bring out their applications to the pupils’ own experience and to adult life and to give due emphasis to practical aspects.
- d] **DIFFERENTIATED:** what is taught and how it is taught needs to be matched to pupils’ abilities and aptitudes.

A curriculum founded on these four principles will serve to develop the potential of every pupil and to equip all for the responsibilities of citizenship and for the challenge of working life in the world of tomorrow.”

[Reference: Better Schools, 1986, DCSF SEN]

Heswall Primary School aims to provide a broad, balanced, relevant and differentiated curriculum, as described above, and by doing so any child identified as having a special educational need will be provided for.

In order to deliver a broad, balanced, relevant, differentiated curriculum a variety of schemes are used, different teaching styles are used and children are placed in ability sets for maths, English and science.

#### OBJECTIVES

- a] Awareness of the new Department for Education Code of Practice (2015) on the identification and assessment of special educational needs;
- b] In the light of the new DfE Code of Practice, having a cohesive school policy with shared responsibility for identifying, planning, implementing and assessing programmes of work.
- c] The development of a unified approach to setting standards of work and behaviour; recording progress and recognising achievements.

All staff have a responsibility for children with SEND and it is essential that children who are having difficulties are identified as early as possible. Identification can come as early as in PLUS group when PLUS group leaders may voice their concerns about a child to their SENCO. Then, with the consent of the parents, the SENCO may assess the child using the LEA Early years criteria or the Wirral Checklist. During the child's first term in school, the class teacher can observe and assess the child using the Wirral Reception Checklist.

Children experiencing difficulties in the following years will be tested using appropriate tests alongside the National Curriculum SATs [*More detailed descriptions of these tests are included in the section: Description of Arrangements.*]

Having identified a child with SEND, the teacher will be assisted and supported by the school Special Educational Needs Co-ordinator (SENCO) and other outside agencies where appropriate. These may include, Special Educational Needs Assessment and Advice Team (SENAAT), Educational Psychologists [EP], Health Service, Community Paediatrician, School Nurse, Occupational Therapist [OT], Speech and Language Therapist, social services and voluntary organisations.

It is important that parents are consulted and kept informed at every stage of the process and that they are involved in their child's programme of work. The school will work in partnership with all parents.

Pupils with SEND may well work within their own classroom setting within the normal curriculum framework. It may be that they require an increased differentiation of class work or work done in English and Maths or that they work as part of a smaller group. Alternatively, they may be withdrawn to work with support staff and receive more specialised help. The school believes that working in these smaller groups is invaluable as a means to enhance basic skills which will enable these pupils to cope with the work done in their own class or set. It also provides an opportunity for greater differentiation in approach to some areas of work, to reinforce and/or enrich the pupils' experience. Pupils taught in these groups are willing and enjoy working this way and both parents and children have expressed appreciation for it.

#### 4. THE SEN CO-ORDINATOR (SENCO) IS RESPONSIBLE FOR :

- The day to day operation of the schools policy;
- Liaising with and advising colleagues;
- Coordinating provision for children with SEND;
- Maintaining the school's SEND register and overseeing records of pupils' work;
- Liaising with parents in conjunction with other teachers and Head teacher;
- Contributing to INSERVICE training;
- Liaising with external agencies;
- Helping to maintain standards of achievement for pupils with SEND.

#### 5. SCHOOL'S LIAISON ROLE.

Good liaison with parents and all other professionals is essential so that the needs and progress of the child can be discussed. There are regular meetings when parents, class teachers, SEN Co-ordinator and head teacher meet together although

all may not be present at every meeting. If there is something which does not require the parent to come to a meeting then communication can take place through a letter on letter-headed notepaper, a copy of which will be kept on file.

## 6. CONFORMITY TO THE NEW CODE OF PRACTICE (2015)

To conform with the new SEND Code of Practice (2015) the school must address special educational needs. It must recognise a continuum of needs and provision and aim to give the greatest possible access to a broad and balanced education. The school must recognise that most children with SEND will be in mainstream, with no EHCP but that many children with an EHCP will also be in mainstream. The school must recognise the importance of action in the early years and the importance of liaison with the LEA and health and/or social services. There must also be partnership between parents and their children, schools, LAs and other agencies.

## RESPONSIBILITY OF THE GOVERNING BODY

The governing body is responsible for naming a governor/s with responsibility for SEND. The named governors, Mrs Linda Spall and Carl Grannell, will liaise with the Headteacher and SENCO on matters relating to SEND in the school.

## 7. THE 4 AREAS OF SEN

Under the new SEND Code of Practice in effect from January 2015, there are now four key areas of SEND. Taken from the Code, 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,

## 8. SPECIAL FACILITIES

Heswall Primary School has external ramps and toilet facilities for the disabled. Access is available to all areas of the school and all areas of the curriculum.

## 9. IDENTIFICATION AND ASSESSMENT OF SEN CHILDREN IN THE EARLY YEARS

Heswall Primary School will use the Wirral LA Early Years criteria for stages of assessment for children in YR.

In addition to these criteria:

- Any verbal or written information from parents / medical / health records
- Wirral Starting Points
- Wirral Reception Checklist
- Class teacher observation and review of work.
- Social, emotional and behavioural problems observed by teaching and ancillary staff.

*[using Heswall Primary School Management of Behaviour Policy guidelines and /or published behavioural checklists.]*

## 10. IDENTIFICATION AND ASSESSMENT OF CHILDREN WITH SEND IN YEARS 1 TO 6

Heswall Primary School will use the Wirral LA criteria for stages of assessment for children in Years 1 to 6.

The criteria for assessment are divided into the four areas of need which are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

In addition to these criteria:

- Any verbal or written information from parents / medical / health records.
- Class teacher observation, including speaking and listening skills and writing skills, review of work.
- Teacher assessment in core subjects.
- Results of SATS at the end of Key Stage.
- Social, emotional and behavioural problems observed by teaching or support staff

[using Heswall Primary School Management of Behaviour Policy guidelines and /or published behavioural checklists.]

## 11. DETAILS OF PROVISION (IN LINE WITH THE GRAUDATED RESPONSE OUTLINED IN THE NEW CODE OF PRACTICE 2015)

The New 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.*

### **The Graduated Approach at Heswall Primary School**

#### **Reason for concern**

The teacher or parent expresses concern that a child is showing signs of having special educational needs. This could be because the child:

- 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 Literacy or Numeracy skills which result in poor attainment in some curriculum area;
- Presents persistent emotional or behavioural difficulties which are not ameliorated 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 a differentiated curriculum (and appropriate materials/equipment);
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The teacher will make an initial assessment of the child's needs, and gather relevant information about the child. This might include: class records, including any from other schools which the child has attended in the previous year, National Curriculum attainments, standardised test results, Records of Achievement and reports on the child in school settings, including observations about the child's behaviour. Information from the parents may include views on the child's health and development.

The teacher will consult the SENCO, discussing their assessment of the child's needs. If appropriate, external agencies may also need to be contacted. The Head teacher will also be kept informed at all stages. The teacher and the SENCO should consider the teacher's reasons for concern alongside any information about the child already available to the school. If the pupil is looked after by a local authority, the SENCO should liaise with the teacher who is designated to oversee the education of looked after children in the school.

The teacher will then complete a Record of Concern. This will be shared with parents and discussed with the child if appropriate.

After completing a Record of Concern, the teacher and SENCO will decide on appropriate strategies that should be put into place to support the child. This might include effective use of adults, additional differentiation or more focused planning.

The teacher and SENCO will then decide whether a child should be placed on the SEND register. The child will be placed on the register if they require provision which is additional to that received by other children or if they:

- Continues to make little or no progress in specific areas over a long period;
- Continue working at National Curriculum levels substantially below that expected of children of a similar age;
- Continue to have difficulty in developing literacy and numeracy skills;
- Have emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group,
- Have sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- Have ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

### **Personal Centred Planning**

Once a child has been placed on the SEND register, it is normally the case that the teacher, with the support of the SENCO will complete a Personal Centred Plan (PCP). This document consists of two pages: a One Page Profile and an Outcomes page. The One Page Profile will contain three key sections, which give information about the child. These are: What we like about the child, what is important to them and how best to support them. School staff will work in conjunction with the class teacher and SENCO to ensure that the child's PCP is as detailed as possible and that it reflects the child's views. Parents will be given a form to complete detailing their views and the child's views will also be ascertained when appropriate. On the outcomes page, the child will be given a set of outcomes to achieve and it will be detailed how this is going to be done. Strategies in order to meet the child's needs will be discussed. There is sometimes an expectation that this help will take the form of the deployment of extra staff to enable one-to-one tuition to be given to the child. However this may not be the most appropriate way of helping the child. A more appropriate approach might be to provide different learning material or special equipment; to introduce some group or individual support; to devote extra adult time to devising the nature of the planned intervention, and to monitoring its effectiveness; or to undertake staff development and training to introduce more effective strategies.

The outcomes page should be concisely written and focus on three or four individual SMART targets, chosen from those relating to the key areas of communication, literacy, numeracy, and behaviour and social skills that match the child's needs. The Plan should be shared with the child and parents.

The SENCO should discuss with the child's class teacher any further assessment of the child's particular strengths and weaknesses; planning support for the child and

monitoring and subsequently reviewing the action taken. The child's class teacher should remain responsible for working with the child on a daily basis and should take the lead in planning and delivering an individualised programme in consultation with other involved personnel including the SENCO. Parents must always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

The child's PCP will normally be reviewed every term to ascertain whether outcomes have been met and, if this is the case, to set new outcomes for the following term.

### **Additional Support Plan**

If the PCP is not sufficient to support a child's needs, then the SENCO, with the support of the class teacher, will suggest that an Additional Support Plan (ASP) should be completed. This is often done with the involvement of outside agencies and contains a more detailed account of the child's needs and how these are going to be met. External support services, both those provided by the LA and outside agencies should:

- Advise teachers about strategies and outcomes.
- Provide more specialist assessments
- Give advice on the use of new or specialist strategies or materials or in some cases provide support for particular activities

As with a PCP, the ASP will normally be reviewed at the end of every term and updated as appropriate. If an ASP is then deemed to be ineffective to meet the child's needs, it might be necessary to apply for an Education Health and Care Plan (EHCP).

### **Education, Health and Care Plan**

If an Additional Support Plan has been implemented and is still not meeting the child's needs, the Head teacher (in consultation with the SENCO and other external agencies) might decide that an Education, Health and Care Plan should be applied for. The SENCO will then complete an SNR1 form and a variety of evidence will then be submitted to the Local Authority where a decision will be made whether or not to award an EHCP. If an EHCP is awarded then the level of funding will vary according to the level of need. Funding, allocated to a pupil will be used by the school to provide tailored support to help pupils access their learning in order to make progress.

### **Reviewing PCPs and ASPs**

The outcomes for a particular Plan should be recorded in accordance with the timescale that is set out in the Plan; this may be a matter of weeks or months. A review does not have to be held each time outcomes are recorded.

Structured reviews should be held at least twice per year although they may be held more frequently if there are concerns about a child's progress. At least one review in the year could coincide with a routine Parents' Evening, although school recognises that some parents will prefer a private meeting. Reviews need not be

unduly formal, but parents' views on the child's progress should be sought and they should be consulted as part of the review process. Wherever possible, the child should also take part in the review process and be involved in setting new targets. All the outcomes sections should be presented at each review.

Where a child has been awarded an EHCP, an annual review meeting will be held to determine the views of all concerned and decide whether additional support is still required. All views will be taken into consideration at this meeting including parents, children, staff and outside professionals.

This policy has been written in line with the new SEND Code of Practice, which was implemented in September 2014.