

Caroline Haslett Primary School & Faraday Club



SEN POLICY

Date of Issue: June 2022

Date of next review: June 2023

(or earlier in the event of legislation changes)

Approved by the Headteacher on: _____

Signed: _____ (Headteacher)

Date: _____

Approved by the Governing Board on: _____

Signed: _____ (Chair of Governors)

Date: _____

Caroline Haslett Primary School Special Educational Needs (SEN) Policy

Introduction

Caroline Haslett has a named SENDCo who is a member of the Senior Leadership Team (SLT), Mrs Helen Thomson. The Governor responsible for SEN is Mrs S. Potter. They ensure that the Caroline Haslett Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2015), the Local Education Authority and other policies currently within the school.

Mrs Thomson and Mrs Potter can be contacted via the school office by phone or email. The contact information is on the school's web site: www.haslett.org.uk
The school telephone number is (01908) 231101.

At Caroline Haslett Primary School we believe every teacher in the school is a teacher of children with Special Educational Needs. At Caroline Haslett Primary School, all children have an equal right to a full and rounded education, which enables them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that is provided within the differentiated curriculum to better respond to the four areas of need identified in the SEN Code of Practice. (September 2015).

- Communication and interaction
- Cognition and learning
- Social, Emotional & Mental Health
- Sensory/physical

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. (SEN **Code of Practice 2015**)

The following areas are not SEN but may impact on attainment and progress:

- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a looked after child
- Being the child of a service man or woman

- Behaviour

The school recognises that the needs of high achieving children should also be catered for and recognised as a 'special educational need'. Teachers plan to challenge and extend these children in all subjects.

This SEN policy details how, at Caroline Haslett Primary School, we will use our 'best endeavours' to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to participate in all school activities together with pupils who do not have special educational needs.

Aims and objectives

The aims of this policy are:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage and succeed in activities alongside pupils who do not have SEND
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- To make clear the expectations of all partners in the process
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To ensure support for pupils with medical conditions enables full inclusion in all areas of school life by ensuring consultation with health and social care professionals
- To identify the roles and responsibilities of all staff in providing for children's special educational needs
- Through reasonable adjustments, enable all children to have full access to all elements of the school curriculum
- To work in cooperation and productive partnerships with the Local Education
- Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

Equal Opportunities and Inclusion

Throughout all subjects, we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a diverse multi-ethnic society. We also measure and assess the impact regularly through Pupil Progress Meetings with individual teachers to ensure all children have equal opportunities to achieve. At Caroline Haslett Primary School, we recognise that inclusion does not mean everyone doing the same, rather that the individual needs of a pupil are taken into consideration in the planning and resourcing stages and delivered in an appropriate and sensitive way.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy
- Developing an engaging and inclusive curriculum to develop children's understanding of the world through the safe use of all available technologies and first hand experiences
- Planning for children's full participation in learning, and fostering their social, moral, spiritual, cultural and physical needs
- Helping children to manage and 'own' their behaviour in order to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning through a range of personalised strategies.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The Governing Board, the school's headteacher, the SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day and strategic responsibilities.

All teachers are teachers of children with special educational needs

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information is transferred from other partners in their Early Years setting and Early Years Team at the Local Authority. The class teacher and SENDCo will use this information to:

- Provide starting points for the development of an appropriate curriculum/intervention package
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any co-occurring learning difficulties
- Ensure on-going observation and assessments, provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning, including external agency referrals

- Make applications for Educational Health Care Plan assessments, should they be required, to support the needs of an individual throughout their school life

It should be noted that children with EAL are not considered to have SEN unless there is evidence of issues raised as per the above.

The role of the SENDCO and what provision looks like at Caroline Haslett Primary School

The Special Educational Needs Coordinators [SENDCo] responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy
- Coordinating provision for children with SEN
- Analysing and managing the notional SEN budget to ensure pupils are receiving interventions and resources they are entitled to and that this financial resource is allocated and used appropriately to best support the needs across the school.
- Liaising with and advising fellow teachers
- Overseeing the records of all children with SEN
- Liaising with parents of children with SEN
- Contributing to and leading the in-service training of staff
- Liaising with local secondary schools so that support is provided for Year 6 pupils as they prepare to transition
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
- Coordinating and developing school-based strategies for the identification and review of children with SEN
- Making regular visits to classrooms to monitor the progress of children on the SEN register
- Ensuring that appropriate strategies to support children with neurodiversity are employed throughout the school consistently and that staff training is kept up to date

Monitoring children's progress

The school's system for observing and assessing the progress of individual children will provide information about the areas in which a child is not making expected (or age appropriate progress). Under these circumstances, when any concern is initially noticed, it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place. Teachers may need to consult the SENDCO to consider what else may be required. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is that current rates of progress are

inadequate. Teachers meet with the SENDCo termly to discuss progress, next steps and outcomes, enabling the SENDCo to triangulate evidence.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and their peers from widening
- Closes the attainment gap between the child and their peers
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour choices

In order to help children with special educational needs, the teacher, SENDCo and parents may initially undertake the FACT (First Assess Communication Tool) to ascertain the primary area of need for the individual pupil. From this assessment, Caroline Haslett will adopt a **graduated response** should external agencies be required to provide further support. This will initiate the 'Assess, Plan Do Review' cycle whereby a 6 week plan of specific and measurable targets, interventions and resources will be put in place and shared with the parents and pupil. After the 6 weeks, or an agreed shorter period for EYFS pupils, parents will be invited to a review where progress and next steps will be discussed.

At the review of the FACT action plan, the parents and school will decide whether or not external support should be sought and both home and school will complete the relevant sections of the Pupil Referral Forms. No further action can be taken without the consent of a parent or a parent signature on the referral form.

There will be a record of the steps taken to meet the needs of individual children through the use of an IPP and the SENDCo will have responsibility for ensuring that records are kept and available when needed.

Depending on a child's need(s) and progress, it may be that an Education Health and Care Plan (EHCP) needs assessment is requested. Before this can be done, the school must first complete an SEN Support Plan document. If we refer a child for statutory assessment/ Education Health and Care Plan, we provide the LEA with a record of our work with the child to date. This is monitored for a period of up to 6 weeks. If no progress is noted after this time, the child may be added to the school SEN register with parental permission and the cycle of assess, plan, do review repeats.

After discussion with the SENDCo, the class teacher will then provide additional targeted or personalised interventions that are additional to those provided as part of the school's differentiated curriculum in the form of Quality First Teaching. The child will be liaised with regarding their individual learning targets that will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENDCo, parents and child.

Reasons for a child being added to the SEN register may include the fact that he/she:

- makes little or no progress, even when teaching approaches are targeted particularly to a child's identified area of difficulty

- shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties that are not improved by the behaviour management techniques usually employed in the school behaviour policy
- has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment / interventions
- has communication and / or interaction difficulties, and continues to make little or no measurable progress

Exit criteria for children leaving the SEN register

If a pupil is recorded as requiring SEN support, or has a statutory document outlining their provision (EHCP), they are not necessarily going to be on the register for their whole school career.

It is common, at periods of transition, for children who may have come off of the register to go back on it, in order that they are supported sufficiently during this transition period and parents will be informed of this.

Once a child is recorded as being on the SEN register, they will undergo a series of interventions and careful monitoring of progress. The Assess, Plan, Do, Review cycle will involve evaluation of the effectiveness of the intervention and will determine whether a further intervention should be put in place or if that intervention has been sufficient to close any gaps.

If the intervention has been successful and the gap has closed, the child will be monitored for a time then taken from the register if they no longer require support that is different from or additional to quality first teaching strategies.

Similarly, a child with an EHCP will have reviews annually. It is expected that support will be reduced over time, as the interventions and support should be being effectively reviewed and adapted. There could be times whereby the outcomes of the EHCP have been met and the child no longer requires this support. Before the decision is made to remove this provision from the child, all professionals and agencies involved with the child will attend a meeting to discuss the appropriateness of this going forward. The decision to remove EHCP provision, from an individual, is arrived at by parents and school, but the ultimate decision is made by the SEND team, at Milton Keynes Local Authority.

Once a child has been removed from the SEN register, the graduated approach will be employed from the point of a new referral, should any concerns arise in the future.

Partnership with parents

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like or need. They will be encouraged to contribute to the assessment of their needs, the review

and transition process. The school website www.haslett.org contains details of our policy for special educational needs, the special educational needs information report and the arrangements made for children in our school with special educational needs.

At all stages of the graduated approach, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and offer regular meetings each half term to share progress with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child. Parents always have access to the SENDCo through face to face meetings, a school email address and parents and children have access to the School website which has a dedicated section regarding Special Educational Needs.

The Nature of Intervention

The SENDCo and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment or skills, such as Makaton signing or PECS
- Some group or individual support, which may involve small groups of children working with the SENDCo or with TA support or other targeted or personalised evidence-based interventions such as precision monitoring, key word sight vocabulary assessment, specific reading strategies for non or reluctant readers, Numicon and pre and post-teaching opportunities for topic vocabulary
- Extra adult time to devise/administer the nature of the planned intervention and to monitor its effectiveness
- Staff development and training to introduce more effective strategies

After initial discussions with the SENDCo, the child's class teacher and Teaching Assistants will be responsible for working with the child ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet termly with the class teacher and SENDCo. The SENDCo will support further observation/assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

The use of outside agencies

These external agencies may become involved if a child continues to make little or no progress despite considerable input and adaptations to targeted and personalised interventions. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set and ascertain the efficacy of them.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These strategies will be implemented, at

least in part, in the usual classroom setting. The delivery of the interventions continues to be the responsibility of the class teacher with support from the SENDCo.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing English and maths skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- Has sensory or physical needs and require additional specialist equipment or regular advice or visits by a specialist service. (Educational Psychologist, O.T, Speech and Language)
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Continues to fall behind their age related expectations level, despite having received intervention

School Request for Statutory Assessment or Education Health and Care Plans

A request will be made by the school, parent or specialist, to the LEA if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any specialist resources or special arrangements (access arrangements for tests or transitions between home and school) implemented.

The evidence will include:

- The SEN support plan document.
- Previous individual education plans and targets for the pupil
- Records of regular reviews and their outcomes
- Records of the child's health and medical history where appropriate
- National Curriculum attainment in English and Maths
- Education and other assessments, for example from an advisory specialist, support teacher or educational psychologist
- Views of the parents

The parents of any child who is referred for statutory assessment will be involved and kept fully informed of the progress of the referral. Children with an EHCP will be reviewed each half term, in addition to the statutory annual assessment. When this coincides with transfer

to secondary setting, the SENDCo from that secondary school will be invited to the review and informed of the outcome of the review in the form of the final draft of the EHCP.

FACT action Plans

Strategies employed to enable the child to progress will be recorded within a plan that will include information about:

- The short-term outcomes set for the child
- The teaching strategies to be used (and the level of personalisation of the interventions)
- The provision to be put in place
- How the outcomes will help the child in their learning
- What named adults are responsible for
- How the child can be successful
- The review date
- How the child's views will be sought and taken into account, as will those of the parent, via a conversation at parents evening. Parent support of the targets and interventions is vital if progress is to be achieved and maintained

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated appropriately to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement, whilst fostering resilience and perseverance skills.

Teachers use a range of strategies within their daily quality first teaching to meet children's special educational needs. All lessons have precise learning objectives and clear steps to success. Staff differentiate work appropriately, and use assessment to inform the next stage of learning.

Children on the special needs register, noted as SEN support, have an Individual Pupil Plan (IPP). Should targeted or personalised interventions be required, IPPs are created employing a small-steps approach; they also feature significantly in the differentiated provision that we offer across the school. By breaking down the attainment into finely graded steps and outcomes, we ensure that children experience measurable success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences enjoyed by their peers. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we require the children to work in small groups, or in a one-to-one situation outside the classroom environment facilitating post and pre-teaching opportunities.

Supporting pupils and families

- The school website guides parents to the Milton Keynes local offer

- Links to the information report are on the school SEN web page (Reg 51, Part 3, section 69 (3) (a) of the act.)
- Links with other agencies involved to support family and pupil are discussed at meetings and available on the web page www.haslett.org or at <https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>
- Communication passports are created for children with specific communication or interaction needs, or those who require specific resources. These are shared with lunchtime supervisors, supply staff, sports coaches and wrap-around care providers to ensure continuity and consistency of approach with our most vulnerable pupils. These communication passports are reviewed termly
- Admission arrangements- Parents apply to the Local Authority admissions team, should they require a mainstream place. If there is a place, the pupil lives within catchment and needs can be met, a place is awarded. If a parent of a child with an EHCP is requiring a place, parental preference is acknowledged and the school must demonstrate whether they can meet the needs of the child. If not, the school must demonstrate why this is the case, outlining what provision or resources are required to meet need
- Should a parent wish their child to acquire a place in the Language Department, then the current school must apply for a specialist provision forum, whereby a decision is made as to the most appropriate department or provision for the individual child. Department provision is not the decision of Caroline Haslett Primary School and mainstream placement does not mean automatic access to department provision or specialist TA support
- Access arrangements for exams are planned carefully and disclosed to the examining body. Year 6 teachers apply for extra time, for eligible pupils, and small groups and 1:1 provision is available, if this forms the typical level of support for these pupils

Supporting pupils at school with medical conditions

The school will create, in conjunction with parents and professionals, care plans to support and communicate the procedures and processes involved for individual pupils with medical needs. These will be kept confidential and training for staff is available annually and as soon as the medical needs of the child are identified and each year thereafter- specifically: Epi-pen training, asthma training and administration of specific medication. (See Supporting Pupils with Medical Conditions Policy: Administering Medicines.)

Allocation of resources

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care plans. Provision is set out on a provision map with costed interventions and levels of support. The Headteacher informs the Governing Board how the funding allocated to support special educational needs has been employed. Should additional funding be required, it is applied for via the Higher Needs Top Up Funding Grant from the local authority to process for consideration.

The role of the Governing Board

The Governing Board challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The Governing Board has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Governing Board reviews this policy annually.

Monitoring and evaluation

The SENDCo:

- Monitors the progress of children on the SEN register identifying individuals or vulnerable groups making slow or insufficient progress and planning next steps with teachers and parents
- Contributes to the school development plan for SEN across the school
- Provides staff, parents and governors with regular summaries of the impact of the policy on the practice of the school and lives of children with SEN
- Supports teachers in drawing up IPPs and in developing professional knowledge regarding needs and best practice
- Participates in regular meetings with the Headteacher and link governor to review the work of the school in this area of school leadership

Signed: H Thomson

Date: June 2022 Review: June 2023