



This document has been updated to reflect recent changes however is being continuously reviewed at the present time and so may be subject to some minor changes.

Adopted September 2014

To be reviewed September 2017

ADDITIONAL EDUCATIONAL NEEDS (AEN) or SEND Special Educational Needs and Disabilities POLICY

This policy was re-written in light of The New Code of Practice and Children and Families Act May 2014

This policy will be reviewed by the Governors as part of their cycle of policy review, or in response to additional guidance from the Department for Education.

Rationale/Aims

Handcross Primary School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe all children, including those children identified as having 'special educational needs' have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We also believe that all children are entitled to an education that enables them to make progress so that they can achieve their best and become confident individuals living fulfilling lives.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children flourish and feel safe. We aim to develop cultures, policies and practices that include all learners. Our approach will engender a sense of community and belonging and will offer new opportunities to learners who may have experienced previous difficulties.

Purpose

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Learners of all ages
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special education welfare needs
- Learners who are disabled
- Those who are gifted and talented
- Those who are looked after by the Local Authority
- Others who are sick; those who are young carers; those who are in families under stress
- Any learners who are at risk of disaffection or exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development.

At Handcross Primary School we aim to identify these needs as they arise and provide quality first teaching and learning contexts which enable every child to access the curriculum and achieve their best possible outcomes.

Roles and Responsibilities:

The Head teacher has responsibility for the day to day management of all aspects of the school, and the SENCo is responsible for coordinating and monitoring the SEN provision for children with special educational/additional needs in consultation with the Head teacher. The Head teacher / SENCo keeps the Governing Body informed.

The Class teachers have the responsibility for ensuring they are delivering high quality teaching that is differentiated and personalised to meet the individual needs of the children in their class. The Class Teacher, SENCo and Senior managers will know precisely where children with SEN are in their learning and development. They will:

- ensure decisions are informed by the insights of parents and those of children and young people themselves
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

How we define Special Educational Needs (SEN)-new Code of Practice definition:

‘A child of compulsory school age has a learning difficulty or disability if he or 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 or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

‘Special educational provision is educational or training provision that is additional to or different from that made generally for other children of the same age by mainstream schools.’

Having SEN may mean that a child has difficulties with:

- All school work
- Reading, writing, numbers or understanding information
- Expressing themselves or understanding what other people are saying
- Making friends or relating to adults
- Having social and emotional difficulties that impact on their behaviour in school or at home
- Organising themselves
- Sensory or physical needs that affect them accessing aspects of school

Special educational needs and provision can be considered as falling under four broad areas:

- Communication & Interaction
- Cognition & Learning
- Social, emotional and mental health
- Sensory and / or physical

A child does not have learning difficulties just because English is not their first language.

Special Educational Needs (SEN): Our objectives:

- Use our best endeavours to make sure that a child with SEN gets the support they need – this means doing everything we can to meet children and young people’s SEN and ensure every lesson counts.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To foster every child with a strong sense of self-belief and the ‘I can’ attitude to all they undertake in school.
- To ensure the views, wishes and feelings of the child are discussed and taken into account when making decisions and to involve them in the planning and decision making process.
- To ensure the child’s parents, participate as fully as possible in decisions and that they are provided with the information and support necessary.
- Do what is necessary to enable children and young people to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or special educational provision for a child with SEN.
- To ensure we focus on inclusive practice and endeavour to remove barriers to learning.
- Regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.
- Identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.
- Teachers will set high expectations for every pupil, whatever their prior attainment. Teachers will use appropriate assessment to set targets which are deliberately ambitious.
- A child’s potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement.
- To ensure all relevant national guidelines are implemented effectively across the school.
- To ensure equality of opportunity for and to eliminate prejudice and discrimination against children with special educational needs.

- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To ensure that pupils with SEND are perceived positively by all members of the school community and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
- To enable children to move on from us well-equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.

How we coordinate SEN provision in our school

The SENCo will monitor and respond to SEN provision and issues through:

- Half termly pupil progress reviews with teachers, Head teacher and Learning Mentor.
- Monitoring planning and teaching.
- Classroom observations of pupils, teachers and support staff.
- Discussions about the needs of individuals with teachers, support staff and outside agencies.
- Targets arising from Individual Learning Plan (ILP) meetings and regular reviews will be used to inform and support whole class approaches to inclusion e.g. differentiated and personalised teaching, varied teaching styles to cater for the preferred learning style of the child.
- SEN support is primarily delivered by the class teacher through differentiated teaching methods. Additional support is provided by the SENCo and by Teaching Assistants (TAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed regularly by The SENCo, Head teacher and Senior Management Team in line with current pupil needs, curriculum development and the budget. Children with statements of SEN and who receive full time support receive a small amount of funding from the LA to contribute towards the cost of this support, but the major share of the support is funded by the school.
- Class teachers, SENCo, support staff and outside agencies liaise and discuss progress, the effectiveness of the interventions and that the expectations of pupils with SEN are sufficiently high in order to inform reviews and forward planning.

Identification and Assessment, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs. The school's monitoring system uses Information from the following:

- Baseline Assessment
- Progress measured against the National Curriculum levels
- Progress towards targets
- Standardised screening and assessment tools

- Observations of emotional and social development (and the impact of this on a child's behaviour)
- An existing Statement of SEN or Education and Health Care Plan (EHCP)
- Assessments by a specialist service such as educational psychology, identifying additional needs
- Another school or LEA which has identified or has provided for additional needs

This information gathering includes an early discussion with the pupil and their parents. These early discussions with parents will be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

A short note of these early discussions should be added to the pupil's record on the school information system and given to the parents.

Consideration of whether special educational provision is required will start with the desired outcomes for the pupil, including the expected progress and attainment and the views and wishes of the pupil and their parents. This will then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

However support is provided, a clear date for reviewing progress will be agreed and the parent, pupil and teaching staff should each be clear about how they will help the pupil reach the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. Where it is decided that a pupil does have SEN, the decision should be recorded in the school records and the pupil's parents will be formally informed.

Where a pupil is identified as having SEN, action will be taken to remove barriers to learning and put effective special educational provision in place. This SEN support will take the form of a **four-part cycle** through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated approach**:

SEN Support- Assess

In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It will also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and if relevant, advice from external support services.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

Outside professionals from health or social services may already be involved with a child. These professionals will liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO will contact them if the parents agree.

SEN Support- Plan

The teacher and the SENCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on the school's information system.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge.

Parents will be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

SEN Support- Do

The class or subject teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

SEN- Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents will have clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps.

Involving specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists. The SENCO liaises frequently with a number of specialists and outside agencies, for example:

- Social Services
- Education Welfare Service
- School Nurse
- Community Paediatrician
- Speech Therapy
- Family Link Worker

Specialists may be involved at any point to advise on early identification of SEN and effective support and interventions. A specialist's involvement will definitely be requested where a pupil continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff. The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

The SENCO and class teacher, together with the specialists and involving the pupil's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care assessment

School request for an Education, Health and Care Plan (EHCP)

If a child has not made expected progress, despite quality first teaching and a period of effective support and interventions using the graduated approach, in agreement with the parents/carers, the school may request the local authority to conduct an assessment of education, health and care needs to determine whether it is necessary to prepare an Education, Health and Care (EHC) plan for the child. An EHC Plan should be drawn up for the child if the special educational provision required to meet the child's needs cannot reasonably be provided from within the resources normally available to school.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Education, Health and Care Plan

There will be an Annual Review, chaired by the Head teacher / SENCo, to review the appropriateness of the support and provision and to recommend to the LEA whether any changes need to be made, either to the EHCP or the funding arrangements for the child.

All families with an approved education, health and care plan will have a legal right to request a personal budget, if they choose. Parents can directly buy in the support identified in the plan. Parents will be given a choice of whether to take control of the personal budget by agencies managing the funds on their behalf or, where appropriate, by receiving direct payments, if they are suitable, to purchase and manage the provision themselves.

Working in Partnership with parents and pupils

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parent/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parent/carers whose children are being recorded as having additional needs. The SENCo will attend this meeting if the school

or the parent thinks this is appropriate. Clear outcomes will be set and a discussion about the activities and support that will help achieve them. The responsibilities of the parent, the pupil and the school will be identified. It will be an opportunity for the parent to share their concerns and together with the teacher, agree their aspirations for the pupil.

- Regular meetings take place between the Class teacher and parents. Further meetings can be arranged with the SENCo or Learning Mentor as required. We try to always make sure the child's strengths as well as weaknesses are discussed. The views of our pupils are also very important to us in these discussions, whether the pupil is involved in all or part of the meeting or whether we have gathered their views as part of the preparation for the meeting. Where we make suggestions as to how parent/carers can help at home, these are specific and achievable and we so that all parent/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- A record of the outcomes, action and support agreed through the discussion will be kept and shared with all the appropriate school staff. This record will be given to the pupil's parents. The school's management information system will be updated as appropriate.
- Individual Learning Plan (ILP) targets will include targets to work towards at home and parent/carers will be involved in giving their views on how well the child has progressed towards them as well as contributing their suggestions for new targets. All ILP's and reviews will be copied and sent to parent/carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with parent/carers and distributed on request. Regular curriculum workshops are offered for parent/carers to attend.
- Parent/carers' evenings provide regular opportunities to discuss concerns and progress. Parent/carers are able to make other appointments on request.
- Handcross Primary School recognises that there will/could be a number of disabled parent/carers of children within the school and we work to try to ensure they are fully included in parent/carers activities. We also have facilities to hold parent/carers' meetings in the Hall if required which is accessible.
- When a child starts at the school we ask the parent/carers about their access needs and then send notes/newsletters home in the required format
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened however, parent/carers are able to raise their concerns by contacting the Head teacher or if this fails to resolve the issues, the governing body.

Linking with other schools

- Reception staff will meet with staff from partner nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCo after this meeting. Where necessary the SENCo will arrange a further meeting.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCo will telephone to further discuss the child's needs.

- Transition arrangements for our Year 6 pupils will be organised by the SENCo involving the Transition mentors at the receiving Secondary school. Extra visits to the Secondary school will be organised if it is felt to benefit the child's smooth transition and to familiarise them with key staff members e.g. the Learning Mentor/pastoral support staff

Access to the Environment

- Handcross Primary School is a single site school on two floors with access available via a number of external doors.
- There is 1 toilet with access for the disabled.
- We have made sure that there are good lighting and safety arrangements (for example the stairs in the new building have a tactile ground surface) for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part carpeting, curtains, and quiet areas).
- Children requiring equipment due to an impairment will be assessed in order to gain the support they require.
- Details of our plans and targets on improving environmental access are contained in the access Plan.

Access to learning and the Curriculum

- The school will ensure that all children have access to a balanced and broadly based creative curriculum and that the subjects being taught are flexible enough to meet every child's needs. No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.
- Learning opportunities will be irresistible, absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting and will encourage talk partners and collaborative learning.
- Our Teaching and Learning policy incorporates an inclusion statement detailing access to the curriculum area for pupils identified with additional needs.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that the curriculum and extra curricular activities are barrier free and do not exclude any pupils.
- Handcross Primary School tries to make all trips inclusive by planning in advance and using accessible places. We aim to take all year six children to a residential camp and provide additional support for individual children as required.

- Resources for additional needs and inclusion are purchased as appropriate and are matched to recurring needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate.

Access to information

- All children requiring information in formats other than print have this provided.
- We adapt printed materials so that children with literacy difficulties can access them or ensure access by pairing children/peer support/ adult support.
- We provide alternatives to paper and pencil recording where appropriate or provide access through peer/ adult scribing.
- Handcross Primary School uses a range of assessment procedures within lessons (such as taping, role-play and drama, videoing, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

Admission Arrangements

- Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- Admission into Reception is full-time following a settling period in September. Parents with children starting Reception have the option to send them in part-time until the summer term.
- Prior to starting school, parents/carers of children with a statement of SEN or EHCP will be invited to discuss the provision that can be made to meet their identified needs.

Incorporating disability into the Curriculum

- The PSHCE Curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled People's organisations on appropriate resources.
- Adults with disabilities are invited to work with the children as we believe it is important to have role models and we encourage Disabled People to join our governing body.
- The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs and come from a disability equality perspective. Priority is given to the ordering of books with positive images and a positive portrayal of Disabled People.

Terminology, imagery and disability equality

- The school is aware of the impact of language on children within the school. We work with children to understand the impact of the words they use and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.
- We also try to make sure we have positive images of disabled children and adults in displays and resources.

- We aim to make optimum use of Circle Time for raising issues of language and other disability equality issues.

Listening to all children

- Handcross Primary School encourages the inclusion of all children in the School Council and other consultation groups. We also have regular Circle Times throughout the school.
- We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews/target review meetings, through preparation and making the information and meeting itself accessible and child friendly.

More able pupils

We recognise that our more able pupils will exhibit many higher level thinking skills and abilities such as:

- Having the ability to generalise
- Demonstrating Independence and perseverance at all times
- A capacity to learn, understand and apply new ideas and ways of working easily or quickly
- Demonstrating effective communication in all subject areas
- An ability to reason and argue

And we aim to foster and extend these at all times throughout the day.

- Our teachers are constantly monitoring and evaluating the work of pupils. If the work of a child is found to be substantially in advance of that expected of a child of a similar age, a detailed assessment is made.
- Work is carefully matched to the child's needs and to their accelerated pace of learning. Advice may be sought from specialists on the staff, County Advisors, Advisory teachers and from the Educational Psychologist and an application will be made to the LEA Enrichment activities for groups of able pupils.
- Our more able pupils are offered a variety of opportunities to attend throughout the year and this is coordinated by our Gifted and Talented Coordinator. Records detailing all additional provision are maintained by the Gifted and Talented Coordinator. Events offered include:
 - Locality Gifted and Talented Festival
 - Burgess Hill School for Girls Gifted and Talented Programme
 - Internal workshop for able writers (once per term)
 - External math's specialist sessions in school (3 times per week)

Evaluating our Education Inclusion Policy

Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We

also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. This contributes to school improvement by identifying particular patterns of need and potential areas of development for teaching staff. This analysis helps the school to develop the use of interventions that are effective and to remove those that are less so. It ensures we improve, the school. At the same time, we set new targets for the year ahead, aiming for:

- A reduction in the percentage of children with very low attainment
- An increase in the percentage of children recorded as having special educational needs, attaining Level 2 at the end of KS1 and Level 4 at the end of KS2. A reduction in behaviour incidents and exclusions.

We report progress against these targets to the governing body. The SENCo will regularly provide information to the governing body as to the numbers of pupils receiving special educational provision at School support stage, Statement/EHCP as well as any pupils for whom an Education, Health and Care needs assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. The Head Teacher will report on any whole school developments in relation to inclusion and will ensure that governors are kept up to date with any legislative or local policy changes.

SEN and Inclusion is a regular item on the Curriculum and Resource agenda and is reported at the full governing body meetings through sub-committee reports, which are then discussed as necessary.

The SENCo will meet with the SEN and /or Safeguarding governor to discuss Inclusion and current SEN concerns. The SEN Governor will lead governor monitoring of the SEN policy through sampling, observations and other procedures to be agreed annually.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.

Raising your concerns

- If a parent has a concern about the provision or the policy they should, in the first instance, raise it with the SENCo, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent can raise their concern formally with Head teacher in writing or any other accessible format. The Head teacher will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available on request from the school office.