

Special Educational Needs Policy

Safeguarding Statement

Everyone at Horton Grange shares an objective to help keep children and young people safe by contributing to:

Providing a safe environment for children and young people to learn in school and;

Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in school.

Date adopted: May 2010
Reviewed: July 2023
Next review date: Sept 2024

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Policy to promote the successful inclusion of pupils with special educational needs and disabilities SEND at Horton Grange Primary school.

At Horton Grange Primary school, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability but this policy covers all of these pupils.

We refer to the term “Special Educational Needs” if a child:

- Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies.
- Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

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.

At Horton Grange we believe that:

- All teachers are teachers of pupils with special educational needs and/or disabilities.
- All staff take responsibility for the identification of children with difficulties and share their findings with the Special Education Needs Coordinator (SENDCO).
- Early identification improves the effectiveness of provision.
- Every child is to be given the maximum possible access to a broad and balanced curriculum including the Early Years Foundation Stage Curriculum and the National Curriculum.
- Any special provision should be personalised to the individual needs of the child.
- We recognise the need to work in partnership with parents and value the contribution parents make to their child's education.

The specific objectives of our SEND policy are as follows:

To ensure equality of provision for pupils with special educational needs and disability (SEND)

To take into account legislation related to SEND, including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2015, The Special Needs (personal budgets and direct

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payments) regulations, section 49, The order setting out transitional arrangements, section 137, Equality Act 2010, Keeping children safe in education March 2015 and Supporting pupils at school with medical conditions 2014

To identify students with SEND and ensure that their needs are met
To ensure that students with SEND can join in with all the activities of the school
To ensure that all learners make the best possible progress
To ensure parents are informed of their child's special needs and that there is effective communication between parents and school
To ensure that learners express their views and are fully involved in decisions which affect their education
To promote effective partnership and involve outside agencies when appropriate
To make changes in terms of SEND provision in light of the outcomes of government SEND reviews e.g. current Green Paper.

SEND Coordinator: Mrs Claire Jameson

The Governing Body has agreed with the LA admissions criteria which do not discriminate against pupils with SEND, and its admissions policy has due regard for the guidance in the Codes of Practice which accompany the SEN and Disability Act 2001. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

Our Governing Body fulfils its statutory duty towards children with SEN or disabilities in accordance with the guidance set out in the special educational needs and disability code of practice. In particular, the governing body ensures that:

Arrangements are in place in school to support pupils with medical conditions

Our SEN information report (Local Offer) is published annually and there is a qualified teacher designated as the SENDCO.

The named SEND governor is Mrs Heather Fawcus

Role of the SENDCO

The Special Educational Needs Co-ordinator (SENDCO) works in collaboration with the Headteacher and the Governing Body to determine the strategic development of the SEND policy and the provision at Horton Grange Primary School, with the ultimate aim of raising the achievement of pupils with SEND.

The SENDCO, Mrs Jameson, will:

Ensure the day to day implementation of this policy in the coordination of provision for all children with SEND

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Liaise and advise colleagues regarding SEND, including the provision of professional development
Manage school based records and assessments of children and complete any paperwork required by LA
Develop effective partnership relationships with parents of children with SEND
Disseminate reports from external agencies and ensuring that recommendations are followed.

In order to ensure the most effective SEND provision, the following procedures are in place:

Regular meetings between the SENDCO, Head teacher/SLT
Regular meetings with the Governor responsible for SEND
Regular meetings with all Class Teachers to discuss children on the SEND register
Regular pupil progress meetings with staff and parents
Annual feedback to Governors
Effective partnership working with external agencies in support of SEND provision
Regular partnership meetings of SENDCO's

Subject Co-ordinator's will, in liaison with the SENDCO:

Monitor progress made by pupils within year groups and across, and between, key stages
Ensure curriculum plans detail strategies for differentiation
Use subject resources to build the teaching and learning resources available for SEND within their subject
Monitor planning to ensure that this includes appropriate differentiation for pupils with SEND
Ensure assessment procedures are appropriate for pupils with SEND

Identification and Assessment of Special Educational Needs

The school is committed to early identification of SEND and adopts a graduated response to meeting special educational need in line with the Code of Practice 2015. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the class teacher will consult with the SENDCO in order to decide whether additional and/or different provision is necessary.

A key principle under the Code is that there should be no delays in making any necessary SEND provision in early years as delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour concerns. Schools do not need to wait for an external assessment or diagnosis before putting into place any 'additional to' or 'different from' provision.

The graduated approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be called upon to advise and support on the difficulties that a child may experience.

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There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action.

There are four broad areas of need identified in the code of practice:

Communication and interaction

Cognition and Learning

Social, Emotional and Mental Health Difficulties

Sensory and/or Physical Needs

Children are identified as having additional needs in one or more of these areas and appropriate provision and/or intervention is put in place.

The school has an inclusion unit called The Place which adopts Thrive approaches to help support social and emotional development.

It is important that concerns about a learner of any age are recorded as soon as they are noted. At this stage concerns about progress may be raised by a class teacher, parent, learner, or support staff. Any concerns need to be shared with all concerned and any strategies that are put in place should be discussed and agreed with all parties. They should be recorded as a cause for concern.

When a child is admitted to our school with identified SEND the SENDCO will liaise with the previous setting to ensure there is a smooth transition and continuity of provision.

SEND support

The level of SEND Support required is determined by individual need. Learners at this level of support should be placed on the school's SEND register. There should be a coproduced pupil passport that contains information that can be shared to ensure a school wide awareness of planned support strategies. For many learners, the ongoing use of a passport will be sufficient to meet their needs.

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils in school. Termly progress meetings support the early identification of pupils who may have SEND. Where concerns are identified an initial concerns form is completed and discussed with the SENDCO. Children then enter their first Action, Plan, Do, Review cycle (APDR)

Assess

The class teacher, working with the SENDCO, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

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Plan

Provision/action that is additional to or different from that available to all will be recorded on an Individual Pupil Passport. This will usually be written by the class teacher with support from the SENDCO but always in consultation with pupils, parents, carers and teachers. It may also involve consultation and advice from external agencies. It is important that all parties involved are aware of individual targets.

The Pupil Passport will set targets for the pupil and will detail:

The strengths, skills and attributes of the child

The specific needs of the child

The targeted support to be put in place

The desired outcomes

Success and effectiveness

Do

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class or subject teacher will plan the support and interventions with any teaching assistants or specialist staff involved as part of cycle one of the process. The SENDCO will support the above.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. The class teacher, working with the SENDCO, will revise the support in light of the pupil's progress. If, despite significant support, the school has evidence that a pupil is making insufficient progress we will look at preparing a second cycle of support within the APDR framework.

All children are aware of their targets and are encouraged to self-review against these. As part of the review process SEND children are asked about their views on their likes, strengths, the areas they would like to develop and the support they would like to receive. For their annual review children with EHCP's are asked more formally about their views, their learning, their targets and the support and intervention they receive.

SEN Support Plan

For many learners, the ongoing use of a passport will be sufficient to meet their needs. For those where progress is not as expected a more structured approach with more detailed analysis, planning and intervention will be required. At this point professionals will become involved. These professionals will be invited to contribute to the monitoring and review of progress and help ensure that interventions are tailored to the individual need. Pupils and

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parents will be fully involved. The impact of the interventions will be closely monitored to ensure that all strategies are having the desired effect.

Additional Short Term Additional Resources (STAR)

School can request STAR to support an individual learner with a specific time limited intervention. This funding can only be sought to address a short term need which is likely to be eliminated or significantly reduced following a specific targeted block of work. School are expected to use their notional funding to provide support up to the first £6,000.

Education, Health and Care Plans

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, the pupil has not made expected progress, then school or parents will consider requesting a Consideration of Statutory Assessment (COSA) using a standard form. School will provide the local authority with evidence of the action taken as part of SEND support and the APDR cycle. If there is sufficient evidence an assessment will be initiated and coordinated by the SEND team with the maximum timescale from request at panel to issuing a final Education Health Care Plan (if required) being 20 weeks.

What this looks like in practice

At Horton Grange we adopt a clear graduated approach to SEND:

Stage 1: Quality First Teaching (QFT) - Children receive inclusive quality first teaching (QFT) which may include the provision of differentiated classwork. Some children at this level may be on a monitoring list, with their progress being carefully tracked and reviewed.

Stage 2: Additional School Intervention - Continued or increased concern may lead to children receiving additional, time-limited and targeted interventions to accelerate their progress to age-related expectations. These interventions may involve group or one-to-one teaching. The SENDCO and class teachers will work closely with any support staff to plan and assess the impact of the support and interventions provided and to link them to classroom teaching. At this stage, advice from other agencies may be sought.

Stage 3: High Need - Where a child continues to make less than expected progress, despite interventions, they receive highly personalised interventions to accelerate their progress and enable them to achieve their potential. Where appropriate, specialist outside agencies support this. The SENDCO and class teachers work with specialists to select effective teaching approaches, appropriate equipment and strategies/ interventions in order to support the child's progress.

If significant concern persists, after consultation with parents/carers and other professionals, school will complete a Consideration of Statutory Assessment application to request an Education, Health and Care Plan from the Local Authority. Parents can also instigate a COSA.

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The school will respond to its duty to meet any request for information relating to a statutory assessment to the local authority within 6 weeks of receipt. Education, Health and Care Plans (EHCP).

If the needs of the child change significantly, then school will request a re-assessment of the EHC plan at least 6 months following the initial assessment.

Review of an EHC Plan

The annual review is a statutory process. The SENDCO will:

Ensure annual reviews take place; the first within 12 months of the plan being finalised and subsequent reviews within 12 months of the previous review (6 months for pupils in EYFS)

Seek advice and information from all parties involved with and including the child when we invite them to the review meeting

Send advice and information gathered to those invited at least two weeks prior to the review

Prepare and send a report of the meeting to everyone invited and the Local Authority within two weeks of the meeting.

SEND information report

This report can be found on the school website. It outlines the provision Horton Grange Primary School makes for all pupils with SEND and within the four broad areas of need.

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development.

The Northumberland Local Offer can also be located at <https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx>

Partnerships

We recognise that parents know their children best. Parents are always welcome to discuss their child and their views are respected and their concerns taken into consideration at all stages of the SEND procedure. Parents are also invited to discuss their child's progress at termly parent's evenings.

The school will provide information about the Parent Partnership Service to any parents of pupils with special educational needs. Parents of any pupil identified with SEND may contact the Parent Partnership Service for independent support and advice.

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The service can be contacted on 01670 623555 or at parentpartnership@northumberland.gov.uk.
Link to website: <http://parentpartnership.northumberland.gov.uk>
Or E-mail alison.bravey@northumberland.gov.uk

External support services through the High Incidence Needs Team (HINT), Early Help Teams, Social Care Teams and health services play an important part in helping the school identify, assess and make provision for pupils with special education needs. Within this

The school receives regular visits from the nominated Education Welfare Officer Sharon Ratcliffe and the trainee Educational Psychologist for the area who is Hilary Menzies working under the supervision of Gillian Shotton.

The school may seek advice from specialist advisory teaching services or other specialist agencies.

The NHS speech and language therapist contributes to the reviews of pupils with significant speech and language difficulties.

We also hold multi-agency meetings, with representation from Social Services, Health and the Educational Psychology Service as required to ensure we are providing the appropriate provision for vulnerable pupils.

Pupil Views

The views of the children are also taken into account:

All children are aware of their learning targets (depending on age and stage of development) and are encouraged to self-review against these. As part of the review process, SEND pupils are also asked about their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive.

For their review, children with EHCPs are asked more formally about their views, their learning, their targets and the support and interventions they are given by staff. Where appropriate they can be invited to all or part of the review meeting.

Transition Arrangements

All children who attend Horton Grange's Two Year Old provision or Nursery receive a home visit where the needs of each child can be discussed before they start school. Transition is carefully planned. In order to ensure successful transition, throughout the Primary School phases and then into High school, the pupils and parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEND provision will be shared with the next school /setting through the review process.

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When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

Medical Conditions

Horton Grange Primary School will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEND, their provision will be planned and delivered in a coordinated way with their healthcare plan.

Admission Arrangements

The school has adopted the criteria set out in the LA's admission policy. The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEND.

The Complaints Procedure

The school's complaints procedures are set out on the school website. Your child's class teacher should be the first port of call in case of any difficulty. Parents of pupils with SEND whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about this process available on request.