



Hoyle Court Primary School believes that every child is a learner and can achieve.

POLICY TITLE: Special Educational Needs		
COMPILED BY: Keeley Poole, SENCO	DATE APPROVED: 23.1.20	DATE TO BE REVIEWED: 23.1.21

This policy has been written in light of the SEN Codes of Practice 2015

Rationale

At Hoyle Court Primary School we believe that every pupil with additional needs, special educational needs and/or a disability has an entitlement to fulfil his or her maximum potential. We recognise the importance of providing effective learning opportunities for all pupils through setting suitable learning challenges, responding to pupils' diverse needs and through overcoming barriers to learning and that every teacher is a teacher of every child or young person, including those with SEND.

In implementing this policy due consideration to equal opportunities, with regard to race, gender, religion and ability, should be ensured with reference to the Race Relations Amendment Act 2000 (as amended) and all other relevant legislation.

Our Aim

Our aim is to ensure all children are supported in order that they may work confidently towards reaching their full potential.

Policy and practice reflects the philosophy and fundamental principles within the SEND Code:

The Code sets out guidance on policies and procedures aimed at enabling pupils with special educational needs to reach their full potential, to be included fully in their school communities and make a successful transition to adulthood.

- A child with special educational needs should have their educational needs met
- The views of the child and parents should be sought and taken into account
- Parents support their child's education
- Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and National Curriculum

Close regard is paid to the three key principles of inclusive education:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Please also see our local offer on our school website

To achieve our aims we will:

- Work within the guidance provided in the SEND code of practice 2014
- Provide a SENCO/ Inclusion Manager who will work with the SEND inclusion policy
- Identify need as early as possible and provide effective support
- Operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- View our special needs provision as an ongoing, developing process
- Provide support and advice for all staff working with special educational needs pupils which enables all children to have access to the whole curriculum, including the National Curriculum and Early Years Foundation Stage

- Incorporate special educational needs procedures, including Graduated Approach Plans, into curriculum planning
- Develop an effective partnership and high levels of engagement between school, parents and outside agencies
- Encourage children and parents/carers to participate in decision-making about provision to meet their special educational needs
- Ensure that assessment and record-keeping systems provide adequate means of recording attainment and progress and give sufficient information for carefully planned progression at every stage
- Involve the Governing Body and all staff, both teaching and non-teaching, in the regular review, development and evaluation of policy and guidelines
- Track and monitor provision and procedures which have been put into place to ensure children with SEND make significant progress as they move through the school

Equal Opportunities

The staff of Hoyle Court Primary School believes that all members of the school should be treated with respect; have individual, diverse needs recognised, and be given the opportunity to reach their full potential, regardless of age, ability, religion, gender or culture.

Admission arrangements

No child will be refused admission to the school on the grounds of additional needs/SEND unless the school cannot adequately meet the needs or safety of that child. All admissions are co-ordinated centrally by the local authority/BMDC.

The school requests school records including National Curriculum Assessments; Child Protection file (where appropriate), and details of any SEND including pupil profiles and the most recent GAP when a child is transferring from another school.

Special Facilities

There is disabled access to the whole school; there are two disabled toilets.

All pupils will be offered a broad and balanced curriculum, including the National Curriculum, unless a Statement/or EHCP indicates otherwise.

- 1) We will provide appropriate teaching strategies/resources and differentiated work to suit all needs. Graduated Approach Plan (GAP) targets should be implemented at least in part in the normal classroom setting. Children with additional needs/SEND may be withdrawn for individual or group teaching or attend off-site support groups to meet their specific need.
- 2) The interventions which are delivered will follow a structured approach and will be time-limited. They will be carefully monitored for success and adjusted accordingly for each child as and when necessary.
- 3) Specialist teachers and other professionals will be consulted where required for advice on ways of ensuring children have full access to all learning opportunities and that any barriers to learning are removed.

- 4) In certain cases, a Team Around the Child (TAC) or Team Around the Family (TAF) meeting will be held to ensure that children with additional needs (and their families) can benefit from the full range of support available to them. This further promotes the multi-agency working which already exists in school.
- 5) In line with the requirements of the Disability & Discrimination Act (as amended), the school has a duty to make “reasonable adjustments” for all disabled pupils to ensure that they are not discriminated against or put at a disadvantage.
- 6) Detailed risk assessments will be carried out to ensure that children’s needs are well met on all visits and residential trips.

Identifying Special Educational Needs

Definition of SEN and the four main areas of need

- A child has special educational needs if he or she has a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

1. Have a significantly greater difficulty in learning than the majority of children of the same age; or
2. 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 authority.

Children’s needs and requirements may fall into at least one of four areas, though many children will have inter-related needs. All areas of need will have a varying degree of impact upon the child’s ability to function, learn and succeed, and we acknowledge that whilst the four areas of need broadly identify aspects of primary areas of need for children at Hoyle Court Primary School, we identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child.

The four areas of need are:

Communication and Interaction

Children may have difficulties in 1 or more areas of speech and language. These may include speech and language delay, speech impairments or disorders, autistic spectrum conditions.

Children whose difficulties are solely due to the home language differing from the language in which s/he is taught are not identified as having SEND.

Cognition and Learning

Children may demonstrate features of moderate, severe or profound learning difficulties; specific learning difficulties e.g. dyslexia, dyspraxia and require specific programmes to aid progression in cognition and learning.

Social, Mental and Emotional Health

For some children, difficulties in their emotional and social development can mean they need additional and different provision in order for them to achieve. There may be changes in a child’s behaviour and they may become withdrawn or isolated. Children may also be disruptive, hyperactive and lack concentration, present with immature social skills and/or present challenging behaviours. This can also include recognised disorders such as ADHD, attachment disorder and anxiety disorder.

Sensory and/or Physical Needs

Children may have profound and permanent deafness or visual impairment or lesser, or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Children experiencing difficulties in any one or a combination of these areas may be entered on the SEND Register.

There are other needs which may impact on progress and attainment, but are not classed as special educational needs. These can include:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the pupil premium
- Being a looked after child
- Being a child of a serviceman/woman

At Hoyle Court Primary School, we ensure that all children are tracked carefully with regards to their achievement (progress and attainment) and update key stage Achievement Reports and year group Trackers to ensure that all children are receiving appropriate interventions where required. The academic progress of all children with special educational needs are also tracked via the school year group trackers

The identification, assessment, monitoring and provision for learners with SEND

‘Special educational provision is educational or training provision that is additional to or different from’ that made generally for others of the same age. This means that provision goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalized teaching’. SEN Code of Practice (2014).

- We believe that all learners should have access to **Quality First Teaching**. A copy of our approach to this is available on our website.
- All teachers are teachers of SEND children and have a responsibility for their learning.

Identification and Assessment

Children’s needs should be identified and met as early as possible through:

- The analysis of data (entry profiles, Foundation Stage Profile scores, reading ages, whole-school pupil progress data, information from previous settings, information from other agencies).
- Classroom based assessment and monitoring arrangements.
- Ongoing discussions between the Class teacher, SENCo and SLT through formal (Pupil Progress Meetings) and informal methods.
- Following up parental concerns.
- Tracking individual progress over time.
- Undertaking more in depth individual assessments (including using commercial available assessments) to deliver appropriate and useful information on a pupil’s needs.
- Involving external agencies where it is thought that a SEND is significant.

Curriculum Access and Provision

Where children are underachieving and/or identified as having SEND, the school may provide for these additional needs in a variety of ways:

- Teachers differentiate work, tasks, resources and/or expectations as part of Quality First Teaching.
- Wave 2 or 3 structured interventions.
- Small group work
- 1:1 work
- Additional support through use of staff, timetable, groupings, additional activities and additional resources.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for SEND learners is carried out in the following ways:

- Ongoing teacher assessment
- Ongoing assessment of progress made by intervention groups.
- Work sampling/book scrutiny at least once a term.
- Scrutiny of planning.
- Learning walks to monitor provision.
- Teacher interviews with SLT at regular Pupil Progress meetings.
- Informal feedback from all staff.
- Classroom observations by Inclusion SENCO, SLT
- Pupil progress tracking using the whole-school assessment trackers.
- SEND Governor visiting school

The Graduated Approach to identifying SEND Procedures: (see SEND Flow Chart below).

Stage one-Identifying a possible SEN need

- Where we have concerns that a child has SEND, and therefore needs adapted provision, we follow the agreed SEND flowchart (appendix 1). This is a summary of the actions followed:
- A potential SEND is identified by a parent, teacher or outside agency. Information is passed on to the SENCO.
- This information is passed on to the class teacher, and a pen portrait is started, which outlines the support already in place for the child and any additional support planned. The emphasis at this point is on the quality first teaching provided by the class teacher, as the expectation is that teaching is adapted to meet individual needs.
- This is monitored over a period of approximately 6 weeks.
- If the additional support has resulted in the child's needs being met, this progress will be updated within the pen portrait. Their progress will continue to be monitored.
- If concerns remain, the 'concerns form' is completed by the class teacher. A meeting will then take place with parents/carers and a discussion will take place regarding the use of the SEN range descriptors, the LD baseline assessment tool or another diagnostic tool.
- The class teacher and the SENCO discuss the findings. At this point, if it has been agreed that there is a SEND, the range is agreed. Parents/ carers are consulted and the child is added to the SEND register. GAP is completed using the range guidance criteria (found on Bradford Schools Online).

- The GAP is reviewed regularly (approximately every term).

Stage Two: Additional SEND support

Pupils will be offered additional SEND support when it is clear that their needs require intervention which is **additional to** or **additional from** the well differentiated curriculum (as defined by the SEND code of Practice 2014).

- If progress has not been made, the class teacher (with support of the SENCO at times), will formulate a **Graduated Approach Plan** with an initial **pen portrait** of the child's needs.
- The GAP will note: concerns, needs, background, current provision and planned provision.
- Intervention for pupils with SEND will be identified and tracked using the school year groups trackers and Key stage Achievement reports, Pupil Progress meetings, GAP Reviews, monitoring of Intervention and SEND provision: by the SENCO.
- GAP plans will be reviewed every term and could include discussion with the SENCO and may also be discussed through Pupil Progress meetings with SLT.
- The child's SEND Range will be reviewed, using the above Monitoring and Assessment tools, the child may be given a new range allocation.
- The SENCO will invite parents and relevant agencies to GAP reviews for children with ranges that fall within SEND Support Plus. Teachers will be released from class to attend or will be required to submit notes on progress so that new targets can be set.
- On occasion, where a pupil has significant, severe and sustained needs, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an application for an Education Health Care Plan.
- Underachieving pupils and pupils with EAL who do not have SEND **will not** be placed on the SEND Register

Graduated Approach Plans (GAPs)

- GAPs are based on the Assess, Plan, Do, Review model.
- The GAP will identify a learning need from assessments; plan strategies and interventions to meet that need; implement the provision; review progress and set new targets from further assessment.
- In best practice, GAPs are to be created jointly by the school, parents and learners.
- GAPs are to be working documents which can be constantly refined and amended.
- GAPs will be accessible to staff who are involved in their implementation.
- GAP targets will be shared with the learners so they have an understanding of them.
- Teachers are to have ownership of the identification of targets (agreed) and of the practical administration of provision (agreed) in their classrooms.
- Children with additional needs may be withdrawn for individual or group teaching or attend off site support groups to meet their specific need. When this occurs timetables will be coordinated (wherever possible) to ensure that no child will miss out on curriculum entitlement.
- GAP targets should be implemented, at least in part, in the normal classroom setting.
- Assessment data will be used to review targets and set new targets at the review.

- Specialist teachers and other professionals will be consulted for advice on ways of ensuring children have full access to all learning opportunities and that any barriers to learning are removed. The input of outside agencies will be included in GAPs when appropriate.
- GAPs will have a maximum of four short/medium term SMART targets set for or by the pupil.
- Targets will address identified underlying reasons why a child is having difficulty with learning (not “more literacy” or “more maths”).
- GAPs will be time limited. A date for review will be set.
- GAPs and their effectiveness are to be monitored by the SENCo/Inclusion Leader.

Stage Three: Statement of Special Educational Needs or Education Health Care Plans.

- Pupils with a Statement of educational needs (pre September 2014) will continue with a Statement until it is converted, at a review meeting, into an Educational Health Care Plan (transition up to 2018).
- Pupils with a Statement of education needs or an Educational Health Care Plan (post September 2014) will have access to all arrangements for SEND children in Stage One and Two and, in addition, will have an Annual Review of their Statement/EHCP.
- Hoyle Court will comply with all local procedures when applying for an EHCP and will ensure that all pre- requisites for application have been met through ambitious and pro-active additional SEND support using our devolved budget at an earlier stage to EHCP.
- Our review procedures comply with those recommended in Section 6 and 9 of the SEND Code of Practice 2014, and with Bradford MDC policy and guidance – including timescales set out within the process.
- For children who have a EHCP in Year 6: Preparations for transfer to secondary school will start in Year 5. Parents/carers will be asked to visit possible secondary schools. The Annual Review will take place in the summer term of Year 5 to ensure the statement has accurate targets and priorities prior to the submission of secondary school choices (Autumn Term: Year 6). Once a secondary place has been allocated (by Easter) the SENCO/SEND Team of the receiving secondary school will be invited to the Annual Review (summer term Year 6) and further reviews, as appropriate.

Other processes in school- **Individual Behaviour Plans.**

- IBPs may be completed for children who need an alternative behaviour system in school. IBPs will be updated by the Class Teacher and the SENCO.

Personal Education Plans plan.

- PEPs are completed for children who are “Looked After”. The SENCo is responsible for liaising with the child’s social worker and carers to set up a PEP review meeting. It is the social worker’s responsibility to update and circulate the plan. PEPs should be updated every 6 months.

Individual Health Care Plans.

- IHCP’s are held in school for children who have long-term, life impacting medical conditions such as epilepsy, anaphylaxis or diabetes. They inform staff of procedures to follow in the event of the child becoming ill with that condition. Healthcare plans are generally set up by health professionals, usually the school

nurse, in consultation with parents/carers. It is the healthcare professional's responsibility to update or amend the plans.

- Hoyle Court Primary school will also set up a health care plan, on the advice of parents, and will consult with the school nurse on the appropriateness of the plan.
- (see also the School's 'Supporting Pupil's with Medical Conditions Policy')

Roles and Responsibilities

The Governing Body

The Governing Body, in consultation with the Head Teacher, determines the school's policy and approach to provision for pupils with special educational needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work.

The Governing Body, having regard to the Code of Practice. They:

- Ensure appropriate provision is made for any child with SEND
- Ensure all children, including those with SEND have access to a broad, balanced and appropriately differentiated curriculum
- Appoints a representative of the Governing Body to oversee SEND provision
- Ensure discussions with parents regarding SEND matters at relevant meetings
- Ensure that pupils with SEND are fully involved with school activities
- Ensure they are involved in developing and reviewing SEND Policy

The Head Teacher

The Head Teacher is responsible for the day-to-day management of all aspects of the school's work, including provision for special educational needs. The Head Teacher keeps the Governing Body informed of all developments with regard to SEN. The Head Teacher informs parents of the fact that SEND provision has been made for their child.

Admissions

In every instance, when a parent seeks a place for a child at Hoyle Court Primary School, the Head Teacher:

- Ascertains whether or not the child is the subject of a statement/ Education Health Care Plan (parents are to record this information on the school's admission form)
- Informs the parent that the child cannot be admitted to the school if it is not named in the statement/ Education Health Care Plan until the LA have been consulted
- Informs the LA that an approach for admission has been made.

SENCO

The role of the SENCO involves:

- Overseeing the day-to-day operation of the school's SEND policy
- Ensuring an appropriate budget allocation to meet SEND
- Interpreting legal requirements for staff, parents and governors
- Monitoring and Evaluating provision, including interventions, for children with SEND.
- Monitoring the progress of children with SEND alongside the class teacher
- Liaising with and advising teachers whenever necessary
- Overseeing the records of all children with SEND
- Maintenance of the SEND provision register
- Liaising with parents of children with SEND
- Organising and delivering INSET in order to meet the needs of staff

- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- Ensuring that relevant background information about individual children with SEND is collected, recorded and updated
- Being part of the school's senior leadership team

Other inclusion roles include

- Fulfilling the role of the designated teacher for Looked After Children
- Monitoring and tracking the progress of other groups in school including G&T children and EAL children.
- Overseeing that children with medical needs have their needs met in school.
- Be the lead in school for any TAF or TAC meeting(s) (see above)
- Being the named person for vulnerable children and child protection.
- Liaising with families and other agencies.

Teachers

They will:

- Clearly identify the role of teaching and support assistants.
- Recognise the importance of providing effective learning opportunities for all pupils through setting suitable learning challenges, responding to pupils' diverse needs and through overcoming barriers to learning and that every teacher is a teacher of every child or young person, including those with SEND
- Be aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND
- Work with the SENCo to decide the action required to assist the pupil to make progress
- Work with the SENCo to collect all available information on the pupil
- Develop and review GAPs for pupils as identified with SENCO
- Work with SEND pupils on a daily basis to deliver the individual programme set out in the GAP
- Develop effective relationships with parents
- Encourage pupils to participate in decision-making
- Be involved in the development and review of the school's SEND policy
- Continuously assess pupil progress and identify the next steps to learning
- To keep parents informed of pupil progress
- Work with the SENCo to identify their own training needs around SEND

Teaching Assistants

- Provide relevant support to identified pupils
- Develop positive working relationships with parents and professionals
- Assist with the recording, monitoring and evaluation of pupils' progress
- Assist with the identification and effective provision of appropriate resources
- Attend liaison, team and service meetings and undertake appropriate INSET
- Work alongside the SENCO and teaching staff in the preparation of GAPs.

Pupil Participation

The school actively encourages the involvement of children in their education. We do this by:

- Involving the child in decision making regarding the methods by which their individual needs will be met
- Inviting the child to attend all or part of review meetings

- Discussing the purpose of assessment arrangements and the implications of the Graduated Approach Plan (GAP) with the child
- Encouraging the child to comment on his or her SEND provision through an appropriate medium.
- Involving the child in the implementation of the GAP Aim to further develop the child's self-confidence and self-esteem.

Parent / Carer Participation

The school actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs. We:

- Involve the parent/carer in decision making regarding the methods by which their child's individual needs will be met
- Invite the parent/carer to attend all review meetings where necessary
- Discuss the purpose of assessment arrangements and the implications of the Graduated Approach Plan (GAP) with the parent/carer providing them with a copy of the GAP
- Encourage the parent/carer to be actively involved in working with their child to achieve the targets set in their GAP
- Encourage the parent/carer to comment in writing on their child's SEND provision
- Ensure the parent/carer is aware of their rights to appeal regarding aspects of their child's SEND provision
- Aim to further develop the parent/carers' confidence in the provision made for their child's special educational needs.

Education of Pupils with Medical Needs (Ref. DFES/0732/2001)

A pupil who is unable to attend school because of medical needs must not be removed from the register without parental consent, even during a long period of ill health, unless the school medical officer certifies him or her as unlikely to be in a fit state to attend school before ceasing to be of compulsory school age.

Schools should:

- Notify the LA/EWO if a pupil is likely to be away from school due to medical needs for more than 15 working days.
- Supply the appropriate education provider with information about a pupil's capabilities, educational progress and programmes of work
- Be active in monitoring progress and reintegration into school, liaising with other agencies as necessary
- Ensure pupils be kept informed about social events and are able to participate through homework if necessary
- Facilitate liaison with peers through visits and videos if necessary
- Ensure pupils have access to public examinations possibly as external candidates

For further information on this please refer to our policy on supporting pupils at school with medical needs.

Liaison with other agencies

The school works closely with outside agencies and use is made of the Common Assessment Form where appropriate. Advice and expertise is drawn from Social Services and Health Authority employees. We also work in partnership with the Education Welfare Department.

Bradford LA is equipped with a team of advisory staff who may be called upon to advise and support. The school's educational psychologist may become involved with children with complex needs or fall into range of SEND Support and SEND Support Plus on the SEND register. Other specialists available may include:

- Speech Therapy Team
- Autism Support Team
- Behaviour Support Team
- Early Intervention Team
- Sensory Support Team
- Learning Support Team
- Physical and Medical Support Team

The school also values the importance of developing effective relationships with other neighbourhood schools, secondary schools and special units.

In Service Training/ Funding

The Special Educational Needs Policy and Guidelines are subject to regular whole school review and evaluation. One meeting each term, to which designated governors are invited, is set aside to discuss and review SEND issues. The SENCO attends relevant courses and ensures all staff are familiar with developments in SEND. All staff must notify the SENCO if they need further training in school procedures or support for children. Training, for both teaching and non-teaching staff is provided as necessary and the SENCO ensures all staff are aware of training available within the LA Continuing Professional Development Programme as well as from outside agencies. Priorities for training with regard to SEND will be specified within the School Improvement Plan. The SENCO gives feedback to the Governing Body on SEND provision at Governor's meetings.

There is an allocated budget for SEND. The effective spending of this is the responsibility of the Headteacher and the SENCO.

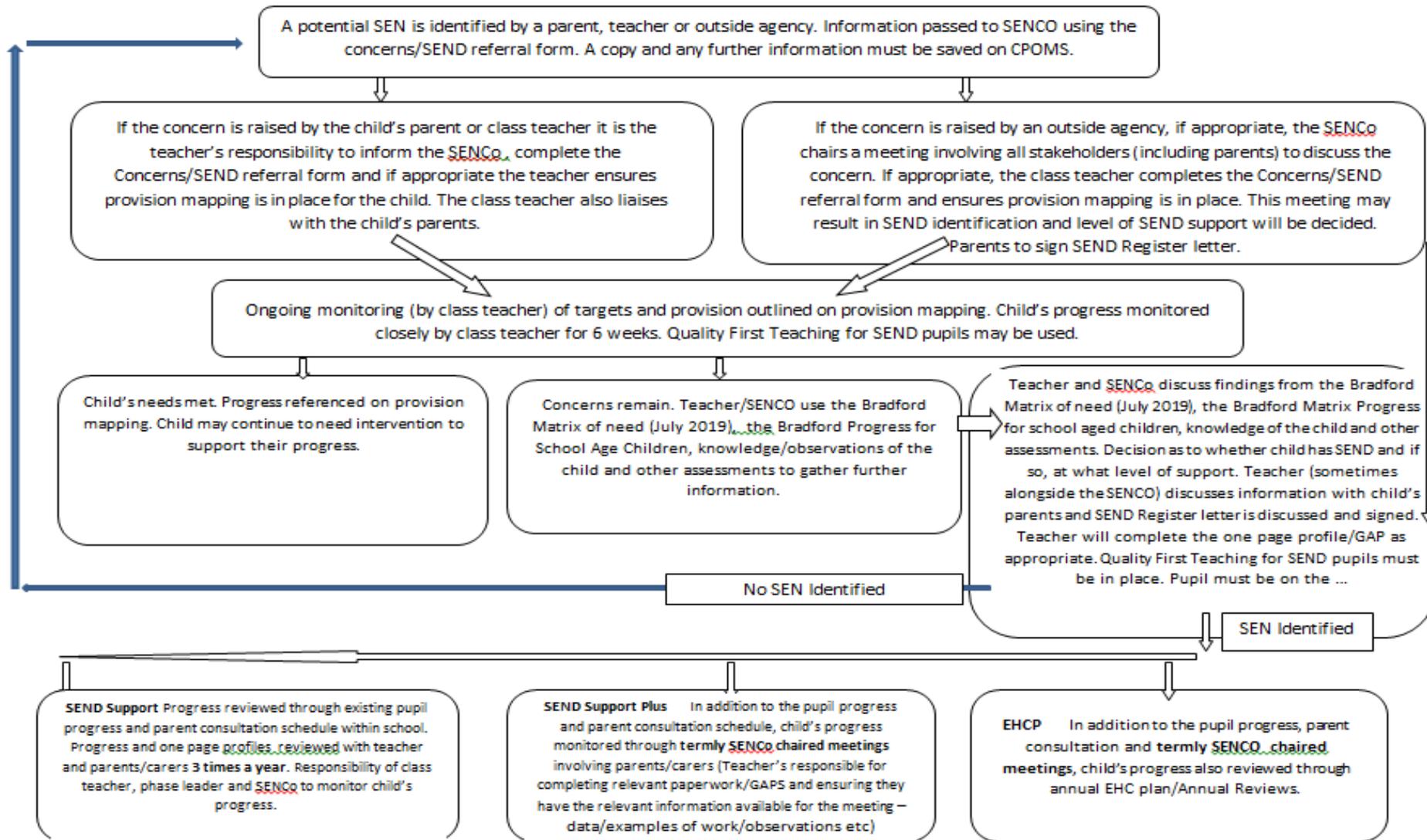
Complaints Procedure

The school's complaints procedure is outlined on the website. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

Monitoring, Evaluation and Review of SEND Policy and Guidelines

This document is subject to review as part of the cycle of whole school self-evaluation. All staff are involved in the review, development and evaluation of the SEND policy and guidelines including the school's procedures for identifying, assessing and providing for children with special educational needs.

Appendix 1 SEN Flow Chart (September 2019)



Appendix 1 SEN Flow Chart (September 2019)

A potential SEN is identified by a parent, teacher or outside agency. Information passed to SENCO using the concerns/SEND referral form. A copy and any further information must be saved on CPOMS.

If the concern is raised by the child's parent or class teacher it is the teacher's responsibility to inform the SENCo, complete the

If the concern is raised by an outside agency, if appropriate, the SENCo chairs a meeting involving all stakeholders (including parents)