

Special Educational Needs & Disabilities (SEN&D) Guidance

The SENCO is Mrs V Adams. She is responsible for managing the Special Educational Provision across the school.

The school operates a vast range of support and intervention for pupils in each year group.

SPECIAL EDUCATIONAL NEEDS at Hartley Primary Academy

OUR VISION

At Hartley Primary Academy we welcome all children including those who have different learning styles and may be identified as having Special Educational Needs and Disabilities (SEN&D). We have high expectations for our pupils and will endeavour that all children make progress in their academic as well as social and emotional development.

Inclusion is at the centre of our school's aims and values. We are committed to a whole school approach – SEN&D is a shared responsibility of the whole school and all members of the school community.

We believe that inclusion is successful when attitudes are welcoming, positive and empathetic; when there is sufficient and appropriate support for the child, the parents and the school, ensuring the establishment of good links. Our priority is to ensure that a child with special educational needs has access to the right support and to this end, we work hard to maintain links with parents and health, social care and education professionals.

The school follows the national guidance on SEN&D, which is set out in the "SEN&D Code of Practice: 0-25 Years (2014)" as well as the Disability and Discrimination Act.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS (SEN&D)

At Hartley Primary Academy a child is defined as having special educational needs when their learning needs require support above and beyond that normally provided in classrooms in terms of Quality First Teaching. The needs might be associated with social, emotional, behavioural, physical, communication, sensory needs or a combination of these. The SEN&D Code of Practice describes four areas of difficulty. It is recognised that some children will experience difficulties in more than one area:

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

A shared vision of inclusion permeates all policies e.g. our School Educational Visits Policy - we always plan school journeys and educational visits making reasonable adjustments to include all

pupils. This policy should be read in conjunction with other policies that describe how we provide support, guidance and encouragement to learners in our schools. We have an Equalities Scheme and a Disability Equalities Scheme Action Plan, which describe how we are improving the school for children and adults with disabilities.

THE OVERALL AIM OF OUR POLICY FOR SEN&D:

The aim of this policy is to communicate with parents/carers, staff, the local community and the Local Authority how we will make high quality provision for children with SEN&D and remove barriers to their progress.

This policy reflects how we ensure access for all children at Hartley Primary Academy, for example:

- Academically – access to and progress in a broad and balanced curriculum including the National Curriculum.
- Socially and emotionally - encouraging friendships and cooperation.
- Through extended services – e.g. before and after school clubs, lunch clubs.
- Through promoting community cohesion - e.g. promoting a sense of belonging for all, developing a curriculum which challenges prejudice, bias and stereotypes.

THE OBJECTIVES OF OUR SEN&D POLICY

The objectives of the Trust's Governing Body are to:

- Ensure the best outcomes for all pupils in both progress and attainment.
- Continue to involve parents in the school's SEN&D provision.
- Ensure a whole school approach – for example, further developing differentiation across the school and the implications of the Disability Discrimination Act.
- Continue to develop the monitoring and assessment of needs and the tracking progress of pupils with SEN&D.
- Continue to assess needs and provide appropriate intervention and support.
- Support transition for children with SEN&D between years and into the next stage of education or alternative type of education if required.
- Develop our approach to disability equality issues in the light of the new legislation.

We will review the policy annually and report on our successes and plans for improvement in our SEN&D Report to Governors.

ADMISSION AND INDUCTION ARRANGEMENTS FOR CHILDREN WITH SEN&D, INCLUDING THOSE WITH Education, Health and Care Plans (EHCP)

We welcome children with SEN&D into our school. The Local Authority's SEN&D department informs us when parents/carers of a child with an **Education, Health and Care Plan (EHCP)** want a place at our school. All other requests for places for children with SEN&D, who do not have a **Education, Health and Care Plans (EHCP)**, are dealt with using the Local Authority admission criteria for allocating places for all children.

Our school Induction arrangements for children with SEN&D include:

- The SENCO gathering information from the parents and outside agencies (including early years providers) involved with the child.
- The SENCO making appropriate admission arrangements for the child. These may include visiting the child in their previous school, providing the child with visual information about our school, and arranging for the child to visit the school prior to starting.
- Buddy/Learning Partner systems.

We are committed to working in partnership with parents to ensure a smooth start to their child's time with us.

HOW WE IDENTIFY, ASSESS AND PLAN SUPPORT FOR CHILDREN WITH SEN&D

At Hartley Primary Academy we cater for different needs through careful planning. We record all pupils' progress as part of our monitoring and assessment practices. In the Foundation Stage these include the Foundation Stage Profile, child observations and records of achievement. In Key Stage One and Two, we carry out termly tracking of progress in Literacy and Numeracy and Science. Class teachers communicate any concerns early on to parents/carers.

The school takes great care over the identification and assessment of children whose first language is not English. We do not assume that a lack of progress in English means that a child has a special educational need. However, we are aware that for some children, slow progress may be a result of a special educational need.

In School Provision (ISP)

A child will be considered for ISP if the concerns continue for a period of longer than one term and the intervention provided by the class teacher or the school is not having a sufficient impact. Generally a child's attainment will be at least one level below national expectations in one core subject and/or they may exhibit difficulties in one of the following areas:

- Speech and Language difficulties as assessed using Speech Link/Language Link or by a Speech Therapist.
- Inability to focus and attend in class.

- Significant gross and fine motor difficulty, as assessed by BEAM (Balance, Education and Movement).
- Significant other physical or medical difficulties.
- Significant behaviour difficulties that affect the child's progress.
- Significant social or emotional difficulties.

Targeted action is taken. This is additional to or different from those normally provided as part of the school's differentiated curriculum. The SENCO and the class teacher inform parents/carers of concerns. The class teacher and SENCO will decide on appropriate support. This may include:

- Targeted interventions.
- Increased liaison with parents.
- Special equipment or materials.
- Provision mapping.
- Support from the Learning Mentor.
- Deployment of staff to provide additional support to individuals or groups.

The provision we make will be recorded and shared with the parent/carer and the child.

Special Educational Need Support (SENS)

The following factors will result in a move to ***Special Educational Need Support (SENS)***:

1. The child continues to make little or no progress despite interventions in place to support them.
2. The child continues to work at levels substantially below those expected of a pupil of a similar age.
3. The child has emotional or behavioural difficulties which substantially and regularly interfere with their learning, despite having an individualised behaviour management plan.
4. The child has sensory or physical needs, and requires additional specialist equipment, advice or visits, providing direct intervention to the pupil or staff, by a specialist service.
5. The child has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

If the level of intervention being provided in school is not helping to overcome the child's difficulties the school will refer to outside agencies. These include the Educational Psychology Team and the Specialist Teams for visual, hearing and physical impairment and autistic spectrum condition.

Pupils described as having SEN and/or disabilities are actively involved in making decisions about their own learning and support. They know their personal targets as these are communicated in a child-friendly format to them (e.g. 'My Targets' sheet, behaviour reward charts etc.). Children also express their views on their progress and support during their learning review.

Education, Health and Care Plans (EHCP)

A child will only obtain an **Education, Health and Care Plans (EHCP)** if the school is able to prove that the child has significant, lifelong and complex needs.

HOW WE HELP CHILDREN WITH SEN&D

We have a graduated response to need using levels of support for children, as described below:

Quality First Teaching: Effective in class teaching using a differentiated curriculum.

Small Group Targeted Provision: Small group intervention for pupils who can be expected to catch up with their peers as a result of the intervention. These are not primarily SEN&D interventions.

Individual (1:1) Targeted Provision: These are specifically targeted interventions for children identified as requiring SEN&D support.

The variety of provision we make for children includes:

- A curriculum differentiated by class teacher.
- Intervention groups run by Teaching Assistants.
- Teaching Assistants supporting individual work.
- Small group teaching of individuals and groups.
- Social skills groups.
- Booster classes.
- Setting classes for Literacy/Numeracy between two teachers.

HOW WE TRAIN OUR TEACHING AND SUPPORT STAFF ON SEN&D MATTERS

We understand the importance of training in special needs, inclusion and disability equality. We recognise that teaching and non-teaching staff will need regular training on aspects of special needs and inclusion in order to update policy and inform practice.

- We keep training needs under review. All staff discuss their individual training needs at annual Performance Management review meetings.
- The SENCO meets regularly with Teaching Assistants. We hold regular SEN&D training sessions for all staff. The SENCO is available for informal discussions during the school day.
- At times, we also have whole school training on particular issues and we invite members of the Local Authority into school to provide training and support to staff. Staff can request to attend training at any time.

Recent training includes:

- Support for staff working with children with autistic spectrum disorders
- Dyslexia Friendly teaching methods
- Lego Therapy training
- Behaviour Management Skills
- Safeguarding

HOW WE WORK IN PARTNERSHIP WITH PARENTS/CARERS

We understand the importance of working in close partnership with parents and carers of children with SEN&D and work hard to ensure good communication with parents. Parents/carers are valued as the people who know their children best and their views and needs are taken into consideration

Parents/carers are also involved in making a positive contribution to the education of their children through:

- A systematic effort to support parents/carers through periods of transition, by clearly explaining all the procedures, paying visits to new settings (internal or external), having interviews with newcomers and making sure that all needs are communicated effectively so that they can be followed up successfully.
- Good communication including telephone, email and face to face (Pop-in sessions weekly) conversations, review meetings, and through home school books where these are appropriate. We will meet parents/carers to discuss any questions and and/or concerns that they may have about their children's education in our schools.
- Parents/carers of pupils with SEN and disabilities can approach school staff to discuss the progress of their children and to seek information and advice and are also given the

space to express concerns and complaints about any issue around their children's provision formally and informally. The school responds to these concerns by arranging meetings with external professionals to clarify matters.

HOW WE WORK WITH EXTERNAL SERVICES TO SUPPORT CHILDREN WITH SEN

The school works successfully with many outside agencies:

- The school fully engages with the **Kent Family Support Framework (KFSF)** (formally the Common Assessment Framework) process and will provide support for parents and children through this.

There are also links and collaboration with the following agencies that make a contribution to the efforts of the school to create a happy and meaningful environment for all:

- Parent Support Advisor.
- Education Welfare Officer providing attendance support.
- Health Service, particularly through the school nurse, Occupational and Physiotherapists.
- Social Services, if necessary.
- Specialist Teams for visual and hearing impairment, physical disability and autistic spectrum condition.

HOW WE LINK WITH LOCAL SCHOOLS AND SUPPORT CHILDREN WITH SEN&D THROUGH TRANSITION INTO SECONDARY EDUCATION

Children from Hartley Primary Academy move on to a variety of secondary schools. We carry out a transition project for all vulnerable children in Year 6. Additional support for individual children will be provided as necessary. As part of the transition project the SENCO will try to arrange an additional visit to their new school for any vulnerable children.

When children with **Education, Health and Care Plans (EHCP)** transfer to secondary school or to a special school, the SENCO and Year 6 teachers invite the SENCO of the new school to attend a review. We pass on all the SEN&D records to the receiving school.

For children with special educational needs who do not have EHCP, the Year 6 teacher/SENCO will meet with the Y7 transition teacher of the new school to discuss the child's particular needs with this teacher. We pass on all the records to the receiving school.

When a child transfers to another primary school we pass on the SEN&D records and the SENCO will, if possible, speak to the teacher with responsibility for SEN&D at the new primary school.

HOW WE HELP CHILDREN WITH SEN&D TO MAKE THE TRANSITION BETWEEN YEAR GROUPS

There are a number of measures in place that support a smooth transfer of all children to the next school year. In addition to these, we have the following measures for children with SEN&D:

- The SENCO ensures that all records are passed to the next class teacher.
- At the hand-over meeting in the summer term the current class teacher shares detailed information with the new class teacher using an Inclusion check list. Behaviour management plans for Social, Emotional and Mental Health (SEMH) are communicated with the class teacher and if needed, with additional school staff.
- We put in place additional strategies for individual children e.g. extra visits to the new classroom, photo books, buddying with an older child/sibling/learning mentor support.
- Use of social stories/photo books for within school transitions-change of teacher or TA etc. during the year (especially for children who work one-to-one with adults).

HOW WE FUND OUR SEN&D PROVISION

The school receives funding for pupils with SEN&D from the Local Authority based on factors such as the percentage of children receiving free school meals and the general level of attainment in the schools. In addition, the school is committed to using its general and personalisation budget to support children with SEN&D.

We endeavour to meet the needs of all children at Special Educational Needs Support (SENS) from within our allocated resources. The school requests **Education, Health and Care Plans (EHCP)** for any child we believe has significant, lifelong and complex needs.

HOW WE MONITOR THE IMPACT OF PROVISION FOR INCLUSION

Pupil progress and the effectiveness of provision is monitored in a number of ways:

- Teachers are able to identify pupils early who need additional support.
- Teachers and teaching assistants can provide support using a range of intervention programmes.
- Teachers show clear differentiation in their planning, which also reflects high but realistic expectations of pupils' progress.
- Analysis/tracking of data.
- Formal assessments carried out by the SENCO to obtain reading and spelling ages.

- Reports and assessments from outside agencies.
- Teaching Assistant feedback on intervention programmes and progress.
- Teacher assessments.
- Parents views- formal and informal.
- Use of P-levels for children with SEN&D
- SEN&D Governor liaising with the SENCO to have an understanding of how the policy is being implemented.

Parent Support

We endeavour to support parents in a variety of ways. We are always happy to meet with parents. Parents are always invited to meetings with other professionals about their child.

Parents can also receive support from outside agencies. Parents can be referred to the Parent Support Advisors via the KSFS/CAF process.

Our Family Liaison Officer, Mrs Skinner, may also run informal coffee mornings. Many of these may have a SEN&D focus or give parents time to discuss their concerns.

SENCO has also run information evenings on specific Special Educational Need types, in liaison with external agencies.