

Special Educational Needs Policy and Procedure

Warley Road Primary Academy



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Sections covered in this policy are:

1. Special educational needs and disabilities (SEND) definitions
2. Staff in school who work with pupils with special educational needs and their parents
3. Special Educational Needs Register
4. Procedures
5. Education Health Care Plan (EHCP)
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16. Definition of common terms related to special educational needs (SEN)

The vision for our school:

Warley Road Primary Academy is an inclusive school. We aim to enable all pupils, whatever their ability or needs, to reach their full potential and be fully included in our school community, where all are equally valued.

Purpose of this policy:

To outline special educational needs (SEN) provision for pupils at Warley Road Primary Academy.

We aim to:

- Ensure that the arrangements made for pupils with special educational needs are in line with requirements of the Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and the SEN Code of Practice 2014.
- Value the uniqueness of each member of the school community, and provide a planned curriculum designed to help all children achieve their potential and develop their abilities to the full.
- Ensure that all children can participate fully in all aspects of school life, including off site visits, after school provision and residential trips.
- Ensure that all of our pupils are involved in decisions made about them and their education.
- Ensure that we involve our parents in school life and keep them informed about their children's progress.
- Ensure all children have the opportunities to develop the life skills, confidence and social skills to enable them to become successful and independent learners.

1. Special educational needs and disabilities (SEND) definitions

Special educational needs are defined as: A pupil has SEND if their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that normally available to pupils of the same age.

It should be noted that behaviour difficulties should not automatically lead to a pupil being identified as having SEND. Instead, the school will look at all barriers to a student making progress to form a view if behaviour difficulties are symptomatic of unmet SEND difficulties. Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Special educational provision means: Educational provision that is additional to, or otherwise different from, the educational provision made generally for students of their age group. The 2014 SEND Code of Practice suggests that it is helpful to see students' needs and requirements as falling within the broad areas identified below:

There are four broad areas that cover the range of needs that should be planned for:

- 1) Communication and interaction** – this includes children with speech and language delay, hearing impairment, and those who demonstrate features within the autism spectrum.

- 2) **Cognition and learning** – this includes children who demonstrate features of moderate, severe, profound or specific learning difficulties such as dyslexia, dyscalculia or dyspraxia.
- 3) **Social, emotional and mental health difficulties (SEMH)** – this includes children who may be withdrawn, disruptive or disturbing, displaying high levels of anxiety, hyperactive or lacking concentration.
- 4) **Sensory and/or physical** – this includes children with sensory and physical difficulties.

2. Staff in school who work with pupils with special educational needs and their parents

All teachers in school teach pupils with special educational needs.

The following people have particular responsibilities:

- **SENCO**

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

- **The Head Teacher**

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

- **SENCO Assistant**

The SENCO Assistant will:

- Work with the SENCO to implement parts of the SEN policy and provision within the school
- Monitor and report on attendance across school

- work with individuals and groups of pupils with SEN.
 - Provide SEN administrative support.

- **SEN Governor**
 - The SEN governor will:
 - Help to raise awareness of SEN issues at governing board meetings
 - Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
 - Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

- **Class Teachers**
 - Each class teacher is responsible for:
 - The progress and development of every pupil in their class
 - Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
 - Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
 - Ensuring they follow this SEN policy

- **The Inclusion Team**
 - The Inclusion Team will;
 - Support specific children (and their families) who experience barriers to their learning due to difficulties with learning, punctuality, absence, family trauma, challenging behaviours, etc.
 - Deliver intervention to support the learning needs of pupils with additional needs

- **Associate Staff**
 - Associate staff will:
 - provide specified support and carry out planned programs of work according to individual children's IEPs
 - Are aware of children who may require more support and they are given strategies to support children at lunch time when necessary.

3. Special Educational Needs Register

When we identify that a pupil has special educational needs and this has been discussed with parents, we place them on the Special Educational Needs Register. The criteria we use to identify children as having a special educational need is detailed below:

- A child whose progress is significantly slower than that of their peers.
- A child has social, emotional and/or mental health difficulties.

- A child has a medical diagnosis of a condition that requires them to have a significant amount of additional support in order for them to access the same educational provision as their peers and this support is required in order for them to make adequate progress. This includes visual, hearing and physical impairments.
- A child is having difficulties with their communication and interaction. (This includes speech and language and autistic spectrum disorders)

All children in school have educational targets set regularly. If the class teacher and SENCO feel that a child needs targets in addition to the targets already in school which address their specific special educational needs, then they may be given an Individual Education Plan (IEP).

The targets on the IEP are based on collaboration between all the parties involved, i.e. the child, parent, SENCO, teacher and teaching assistant. Staff ensure that the targets are:

- Specific
- Measurable
- Achievable
- Relevant
- Time limited

Parents/carers are involved in putting together this plan and in reviewing it regularly.

4. Procedures

The SENCO is consulted about any student for whom the class teacher has concerns. A school record of students with SEND is maintained and updated termly by the SENCO. Parents are involved in any action that the school proposes to take. The class teacher has overall responsibility and will:

- Have already provided differentiated work and made use of any in class support from a support assistant.
- Have gathered information about the student and made an initial assessment of the student's needs in consultation with the SENCO.
- Provide increased differentiation of class work, exploring ways in which increased support might meet the individual needs of the student.
- Monitor and review the student's progress.

Identification of SEND pupils

Any concerns about a student may be identified by their class teacher or another staff member. The student will be referred to the SENCO along with any supporting evidence from staff. The next steps may involve observations from a member of the inclusion team, screening tests or a referral to an external agency for observation or support. Parents will be informed of any concerns and will be consulted as appropriate throughout the referral process. If the school deems it necessary to request an EHCP needs assessment application, it will be with the agreement of the parent.

Supporting students

Where a pupil is identified as having special educational needs, the school will take action to remove barriers to learning and put effective special educational provision in place. This SEND 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. The class teacher is responsible for working with the child on a regular basis and, as such, is accountable for their academic progress. The school uses the graduated system identified in the 2014 SEND Code of Practice to ensure students receive high levels of support:

SEN support takes a graduated approach incorporating four phases:

- **Assess** – On identifying a student as needing SEN support, the class teacher, working with the SENCO, should carry out a clear analysis of the student's needs. This should draw on the teacher's assessment and experience of the student and their previous progress and attainment. It should also draw on 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.
- **Plan** – The teacher and the SENCO should 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.
- **Do** – The class teacher should 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 teacher, they should still retain responsibility for the pupil.
- **Review** – The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed. The class teacher, working with the SENCO, should 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.

We support pupils with special educational needs by:

- Specially prepared learning materials
- The use of appropriate ICT equipment
- Associate staff support
- Individual and group teaching sessions/support sessions
- Specialist equipment/resources
- Assisted communication
- Using specialist intervention programmes
- Social skills programmes
- Contributing to social service's assessments, as appropriate
- Seeking support and involvement from outside agencies

5. Education Health Care Plan (EHCP)

The purpose of an EHCP is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, to prepare them for adulthood.

One of the significant changes arising from the new code of practice is the replacement of the current Statement of Special Educational Needs, for those children with the most complex needs, with a new Education Health Care Plan. Children with existing statements will be transferred onto an Education Health Care Plan. This will usually be completed through the annual review process. The new plan will provide the same statutory protection and rights as the statement.

Referral for an Education Health Care Plan (EHCP)

In some cases, it is felt that, despite the application of the graduated response, the needs of the pupil are not able to be fully met and it may be that an EHCP needs to be in place. If the school feels that this is the case a request for assessment for this must be made to the Local Authority. This request may come from parents/carers or the school. The application for an EHCP need assessment will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Therapy Services (speech and language, physiotherapy, occupational therapy etc)
- Health professionals

Following the submission of information to support the EHCP need assessment a decision will be made by a panel of professionals from Education, Health and Care sectors whether to initiate the assessment request. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP. Where the decision to initiate the assessment occurs, more information may be requested by professionals and family involved and a decision will be made. Following Statutory Assessment, an EHCP will be provided by the Local Authority if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan. Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice. Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

6. The Local Offer

As part of the new Code of Practice (July 2014), local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it.

- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

The Local Offer should cover:

- Support available to all children and young people with SEN or disabilities from universal services such as schools and GPs.
- Targeted services for children and young people with SEN or disabilities who require additional short-term support over and above that provided routinely as part of universal services.
- Specialist services for children and young people with SEN or disabilities who require specialised, longer term support.

Schools are also required to be transparent in what their setting offers in terms of support for children with special educational needs.

Details of Calderdale's Local Offer can be found here:

<https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer>

7. Assessment

At Warley Road Primary Academy, we use We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to 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 or behaviour
- Other 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
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

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. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

8. Working with parents

We believe that parents know their children best and that working with parents as partners is vital in helping children and young people with SEN get the most out of their education. In our school we involve parents with:

- Review meetings for more complex SEN needs and for EHCP annual reviews
- Developing SEND Support Plans
- Sharing information through the SEN section on the website
- Parents evenings
- Parent support groups and coffee mornings
- IEP review meetings
- Developing an 'open door' ethos towards parents which welcomes and values their views
- Referrals to outside agencies

9. Working with children

It is important to listen to and act upon what children say about their needs and what sort of help they would like. In our school we:

- Involve children in target setting and reviewing targets (where appropriate)
- Enable pupils to express their thoughts and feelings about how their needs are being met through pupil interviews and pupil contribution questionnaires
- Encourage pupils to become involved in the wider life of the school

10. Working with support services

We have a range of support services that we can call upon to give us advice, support and training on SEN. In our school we receive support from:

- Calderdale SEN Officers
- Educational Psychology Services
- Autism Spectrum Team
- Hearing Impaired Services
- Speech and Language Services
- Physiotherapy and Occupational Therapy Services
- Portage and Early Years Support Team
- CAMHS (Child and Adolescent Mental Health Services)
- Children's Rainbow Development Unit

11. Links with the local community

We believe that school has an important part to play within the local community. We therefore have links with West Yorkshire Police, other schools, nurseries and children's centres in the community and local charities and support groups.

12. The health service and social services

Many pupils with SEN have support from or involvement with health and/or social services. These pupils are best supported when all professionals work closely together. In our school we:

- Liaise with professionals from the health service such as GPs, paediatricians, speech and language therapists, health visitors and school nurses to seek advice and support for pupils.
- Ensure information on pupils' needs are shared amongst professionals.
- Involve health and social services professionals in reporting on pupils' needs and progress and in attending review meetings.
- Implement the advice of health professionals, including the drawing up of Education Health Care Plans.

13. Admission to school

Our school's admission policy ensures that we will never refuse to admit a child to school simply because s/he has special educational needs. We will always try our best to make sure, where possible, that we have put in place appropriate arrangements that meet a pupil's needs.

14. How we deal with complaints

We are always very happy to talk to parents and listen to any concerns they may have. If you have any worries or concerns about school or how we are providing for your child, please talk to your child's class teacher or to the SENCO. We will always do our best to respond to concerns raised with us. If you feel that your concerns are not being responded to, school has a formal complaints procedure. Details of this can be found on the school website.

15. Where can I find out more information?

<https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer/send/parents/contact-send>

<https://www.gov.uk/children-with-special-educational-needs/overview>

The school website: <https://warleyroad.calderdale.sch.uk/>

If you require any further information, Miss Hutton, our school's SENCO or SEN governors, can be contacted using one of the following methods:

SENCO	Miss Laura Hutton
Contact details: address	Warley Road Primary Academy Halifax HX1 3TG
Email	WRA-Office@warleyroad.co.uk (FAO SENCO)
Telephone (admin)	(01422) 353724
SEN Governors	Craig Dixon and Bronwen Pendleton (Please contact the school office for further information)

16. Definition of common terms related to special educational needs (SEN)

Annual review

Review of an EHCP by LEA that must occur at least annually.

Code of Practice

Guidance for LEAs and schools on how to identify, assess and provide for children with SEN.

SEN support

This is the support and provision available for children with SEN. It replaces the levels 'School Action' and 'School Action Plus', which were previously used for different levels of support for children on the Special Educational Needs Register.

Educational Psychologist

Person employed to assess and advise on a child's learning difficulties and special needs.

Education Health Care Plan (EHCP)

Replacement for the Statement of Special Educational Needs. The purpose of an EHCP is to record the provision required to meet the special educational needs of the child or young person, to secure the best possible outcomes for them.

Individual Education Plan (IEP)

Programme of learning objectives and teaching strategies.

Learning difficulty

Significantly greater difficulty in learning than other children of the same age, or a disability which hinders the use of general educational facilities.

Mainstream school

A school that caters for all pupils, including those with SEN.

Special educational needs and disabilities (SEND)

A child has SEN if s/he has learning difficulties that require special educational provision.

Special educational provision

Additional or different education for children with SEN.

SENCO

A member of staff at school who has responsibility for coordinating special educational provision.

Special school

A school that caters for children with Education Health Care Plans.