



Hoyland Springwood Primary School

Special Educational Needs & Disability Policy



Aims of this Policy

This policy aims to set out the schools rationale, principles and practice for Special Educational Needs and Disability (SEND) provision to ensure a consistent and equal approach. It is expected that all staff within school will have a clear understanding of their roles and responsibilities in terms of meeting the needs of all our pupils whilst aiming to be supportive, inclusive and ensuring our children are safe and happy. This policy describes the way we meet the needs of children who experience barriers to their learning. These barriers may relate to learning difficulties, speaking and listening, emotional or social development, sensory or physical impairment. As a school we recognise children as individuals and as such accept differences in methods of learning and other various factors which may contribute to achievement. As a school we will support children through these short and long term difficulties to help prepare them for the next stage of their life and contribute to them becoming independent and living a fulfilling life after education.

Hoyland Springwood Primary School is an inclusive school which aims to ensure that all children, irrespective of their race, gender, economic circumstances, or special educational needs and/or disability have their needs met as fully as possible. The school is committed to ensuring that there is equality of opportunity for all pupils.

“Our vision for children with SEN, Additional needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.” (2015 Code of Practice).

What are Special Educational Needs?

- 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:
 - (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
 - (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.
- A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill)

What is a disability?

- The Equality Act 2010 states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.
- A physical or mental impairment includes: learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma and eczema; autism; speech, language and communication impairments.
- If the impairment has a substantial and long-term effect on a person’s ability to carry out normal day-to-day activities it may amount to a disability.

Staff with Responsibility for Special Educational Needs

Class Teacher – if you have any queries or concerns regarding provision for your child, your child's class teacher these should be addressed with your child's class teacher in the first instance.

SENCO/ Teacher in charge of Resource Provision/The Hub – Miss Lindsey Waugh. Miss Waugh leads SEND provision within our school. She works closely with class teachers, teaching assistants and parents to ensure that the needs of all children are met as fully as possible. She is also in charge of the Resourced Provision for children with communication and interaction Difficulties and The Hub a specialist Unit for children with Severe Autism and Communication Interaction difficulties. She has specific responsibility for:

- The strategic direction and development of SEND provision.
- Leading and managing staff as part of the Senior Leadership Team.
- Deployment of staff and resources as part of the Senior Leadership Team.
- Coordination of the SEND provision.
- Overseeing progress of SEND pupils ensuring effective monitoring/record keeping.
- Liaising with parent/carers of pupils with SEND.
- Liaising with other schools and external agencies.
- Contributing to the in-service training of staff.

HLTA's in Resourced Provision/ The Hub – Mrs Carla Nowell, Mrs Katie Stocks and Mrs Lynn Ostcliffe – are our HLTAs who work with Miss Waugh to lead the day to day running of the Resourced Provision and The Hub for children with complex communication and interaction needs. They oversee the day to day running of the provision and deliver a range of intervention programmes with groups and individual children.

SEN Governor – Mr Matthew Fenton- has specific responsibility to:

- Ensure that the necessary provision is made for any pupil who has SEN.
- Ensure that pupils' needs are made known to all who are likely to teach them.
- Ensure that teachers in school are aware of the importance of identifying and providing for all pupils and their SEN.
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.
- Report to parents annually on the implementation of the SEND Policy.

Head Teacher – Mrs Jennifer Hunt has specific responsibility for:

- Ensuring the day to day management of all aspects of the school's work includes adequate provision for all aspects of SEND.
- Ensuring that the Governing Body are kept fully informed.
- Working closely with the SENCO to ensure that the policy is maintained.

Whole School Responsibility - All staff have a responsibility, as detailed in the Equality Scheme, to ensure that all pupils have appropriate access to their learning. This includes:

- Ensuring that they are aware of pupils with SEND, their needs and appropriate strategies they can use.
- Ensuring that they are aware of pupils with Access Arrangements.
- Ensuring that they inform the SENCO of any concerns they have of pupils' needs or potential needs within their classes.
- Ensuring that the SEND Policy is followed in conjunction with other school policies.

Objectives

- To ensure the SEN and Disability Act and relevant Codes of Practice (2015) and guidance are implemented effectively across the school
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with SEND
- To continually monitor the progress of all SEND pupils, identifying needs as they arise and to provide support as early as possible
- To provide full access to the curriculum through differentiated planning by class teachers, SENCO and support staff as appropriate
- To provide specific interventions matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND, a statement or an EHCP.
- To ensure that pupils with SEND are perceived positively by all members of the school community and that SEND and inclusive provision is positively valued and accessed by staff and parent/carers.
- To enable children to be well equipped in the basic skills of literacy, mathematics and social independence to meet the demands of school life and learning.
- To involve parents/carers at every stage when creating plans/setting targets in order to meet their child's additional needs.
- To involve the children themselves, where possible, in planning and in any decision making that affects them

How will my child's needs be assessed and his/her progress monitored?

Children's learning is assessed by class teachers on an ongoing basis using assessment for learning (AfL); this information is used by teachers to plan each child's next steps in learning. Assessments of children's learning are also made at set points through the year and recorded using the school's data systems; this enables each child's progress in reading, writing and maths to be tracked. All children are set aspirational targets. In the Early Year's Foundation Stage (EYFS) children's progress is monitored against the EYFS assessment criteria. Information relating to your child's progress will be shared with you at parents' evenings and in your child's end of year report. Parents of children with an SEN Support plan will be involved in setting small, achievable targets for their child, and reviewing these, in conjunction with their child's class teacher on a termly basis.

Children's needs are also assessed with reference to:

- Baseline assessment results
- Phonics Screening
- Progress measured against Age Related Expectations
- Progress measured against individual targets (School focus plans) and standardised screening and assessment tools
- BSquared, Engagement Steps and Autism Progress
- Observations of Social, Emotional and Mental Health
- Assessments by outside agencies, for example an Educational Psychologist
- EHCP for Special Educational Needs
- Data trackers

How does the school environment meet the needs of children with SEND?

The school has a commitment to ensuring that the classroom environments meet the needs of the children as fully as possible. Some aspects of display are standardised across the school, including colour coding, and this allows children to develop independence in their use of the environment. Visual timetables are used in each class and the school has taken steps to ensure that provision is in place in all classes for children who may have specific learning difficulties – these include access to a range of recording resources, coloured backgrounds on interactive whiteboards, ACE dictionaries, coloured overlays, writing slopes. A number of school staff are training in Makaton and this is used as appropriate to support the communication of children as required.

Targets arising from School Focus Plan meetings/reviews for pupils on the SEN register will be used to inform and support whole class approaches to inclusion, for example, differentiation, varied teaching styles and small group/one to one support.

- The SENCO will liaise with teachers and other external agencies in planning to meet individual needs.
- The SENCO, together with the Head of School, will monitor the quality and effectiveness of provision for pupils with SEND through classroom observations, sampling of work and data analysis.
- SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by trained support staff throughout the school. Support staff may be trained to deliver specific interventions, for example speech and language programmes as necessary to meet the needs of all pupils.
- Additional support may be provided by outside agencies.

Provision for Children with Special Educational Needs and Disabilities at Hoyland Springwood

Based on the school's observations and assessment data and following a discussion between the class teacher, SENCO and parents/carers, the child may be recorded as needing either:

1. **Wave 1** - Differentiated curriculum support within the class. This refers to high quality differentiated teaching provided by teachers in class. The needs of most children can be met in this way with small group focus teaching provided by the teacher and other adults in class.
2. **Wave 2** - This can mean that some children require additional support, usually in small groups. This may be used to pre-teach learning, support children in consolidating or identify gaps in a child's learning. This provision is provided through a graduated approach which is carefully targeted to the needs of the children. At this level children may be highlighted as requiring a strengths and needs analysis to ensure the correct support is in place and progress can be made and monitored.
3. **Wave 3** - Additional support through School focus plans provision. A small proportion of children require support over and above that provided at waves 1&2. This support is usually provided on a 1:1 basis; it is highly targeted and is usually based on advice from other professionals e.g. the school's educational psychologist.

In addition to the provision outlined above, the school also has 2 Special needs provisions. A fifteen place mainstream Resourced Provision for children with complex communication and interaction needs. All of the children within the Resourced Provision are allocated to a mainstream class. The balance of time spent in the Resourced Provision and classroom varies from child to child but we work towards the children accessing the mainstream classroom for approximately 80% of lesson times with the remaining 20% of time being used for 1:1 support and/or small group support. The staff within the provision are experienced and have received additional training to enable them to meet the needs of children with complex communication & interaction difficulties. All children, irrespective of need and whether they are a mainstream pupil or within the resourced provision are Hoyland Springwood pupils and all staff are responsible for all pupils.

The Hub is a uniquely designed learning space for 10 young children with Autism and Complex learning and communication needs, which require a more specialised and specific approach to learning. Here at The Hub each child has their own specific learning journey which is designed around their interests and individual targets. Learning is taught in small chunks, supported with physical application and underpinned with life skills on which to

embed skills learnt. Learning outside as much as possible is what we strive to do, alongside accessing local leisure facilities to build water confidence, horse riding to explore care skills for animals and accessing local transport and community facilities exploring the world around us.

The children are allocated places, following consultation with the school, by the local authority's provision panel. All of the children have an Education, Health & Care Plan (EHCP). The children are drawn from the whole of the Barnsley borough and generally travel to school by taxi, arranged through School Transport.

What if this provision doesn't help my child improve?

As part of the SEN Support Plan review process, the SENCO and class teacher, in consultation with the parents/ carers, may decide that even with an individual programme of support for a significant period, the child continues to have significant needs, which are not being met by current interventions. Where this is the case a decision may be made to put a child on the SEND register. Provision at this level may include the involvement of specialist support. SEND support would be indicated where there is evidence that the level and duration of the child's additional needs is such that the child:

- Continues to make little or no progress in the areas of concern
- Continues working at levels substantially below that expected of children of the same age
- Continues to have difficulties in developing literacy and mathematics skills.
- Has significant difficulties in developing speech and language, communication and interaction literacy or mathematics skills.
- Has social, emotional or mental health needs which regularly and significantly interfere with the child's or others' learning.
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a special service.
- Continues to have communication or interaction needs that interfere with the development of social relationships and act as a barrier to learning

A pupil on the SEN register will have a School focus Plan. Monitoring will take place as for Wave 2 children on strengths and needs analysis, will be reviewed half termly. Parents/carers are always informed if any outside agency is involved and permission from them is gained.

What happens if my child still doesn't make progress even with support?

School request for Statutory Assessment for a child who is not making adequate progress, despite a period of support on the SEN register and in agreement with the parents/carers, the school may request the Local Authority (LA) to make a Statutory Assessment in order to determine whether it is necessary to make an application for an EHCP. The school is required to submit evidence to the LA. The LA panel makes a judgement about whether or not the child's needs may continue to be met from resources normally available to the school. Planning, provision, monitoring and review processes will continue as before while awaiting the outcome of the request.

What if my child already has an EHCP?

A child who has an EHCP will continue to have arrangements as for any child on the SEN register, and additional support that is provided using the funds made available through the EHCP. There will be an Annual Review, chaired by the SENCO to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child. Before the meeting information is collected from all staff regarding the pupil's work, attitude, progress levels, behaviour and relationships. During an Annual Review Meeting the parents, pupil, Local Authority, Teaching Assistant or teacher and any external agencies will join the SENCO at the meeting. There is a discussion, new targets are agreed and recommendations are made based on the evidence from the previous twelve months. A review document is then gathered and shared with school and parents.

How does the school support children at transition points?

We understand that transition points e.g. moving to a new class, moving to a new school etc. can be difficult times for any

child and particularly a child who may have additional needs. We also know that this can be a worrying time for parents. Wherever possible, we start to plan for transition early; this planning includes parents, children and school staff. The needs of all children in relation to transition will be very different and a personalised plan will be developed to ensure that the transition will be as smooth as possible. This may include:

- Meetings between old and new staff
- Additional visits for the child to his/her new setting
- New staff invited to meet the child in his/her current setting
- Opportunities for parents to meet with new staff
- Learning opportunities linked to the new setting/staff e.g. opportunities for children moving to high school to practice using timetables and preparing their own resources
- Multiagency meetings to ensure a joined-up transition plan is in place

What if I have concerns, who can support me?

If the concern cannot be satisfactorily dealt with at this stage, parents/carers should request a copy of the complaints policy and arrange a meeting with the Headteacher. Every effort will be made to understand the nature of your concern, consult with professionals to seek advice and rectify the situation. However, if the Headteacher is unable to resolve the difficulty, parents will be advised to follow the complaints procedure.

The Special Educational Needs Disability Information, Advice, Support Service (SENDIASS) (formerly known as Parent Partnership Service) is a confidential and impartial support and advice service for parents carers, children and young people (up to 25 years) on issues related to Special Educational Needs and/or Disability. Parents are encouraged to contact SENDIASS if they have any concerns about their child throughout their school career.

Additional SEN Training

The Governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head of School. The SENCO and Head of School will keep fully up to date about special educational needs issues through attendance at training and network meetings. Other teaching staff will be kept up to date informally by Headteacher / SENCO and formally at staff meetings. Support staff who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated through training.

Safeguarding

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners within our school make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

As part of Safeguarding all staff are aware of Early Help this is available, they can highlight to any of the DSL's if they feel a family may benefit from Early help support. Staff are made aware that any child may benefit from early help, but potentially there may be a need for early help for a child who:

- Is disabled or has certain health conditions and has specific additional needs;
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan);

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. The schools governing body and staff ensure the child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without

further exploration;

- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

The staff will ensure that when speaking to children with SEND about safeguarding, this is done with thoughtfulness and reflectiveness of the individual child's needs.

The schools governing body and staff, therefore ensure that the child protection policy reflects the above and address these additional challenges. Further information can be found in the Department's: SEND Code of Practice 0 to 25 and Supporting Pupils at School with Medical Conditions.

Use of Physical Intervention

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force and physical intervention to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with special educational needs or disabilities (SEND), mental health or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010/39 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force. This is to be read in connection with the schools Physical Intervention and Team teach Policy.

Evaluating the success of the School's SEND policy

We analyse all data, including that of pupils with very low attainment at the end of their Key Stage. Behavioural incidents are monitored in accordance with the behaviour policy, this also includes exclusions also.

We aim to:

- Ensure that children with additional needs are accurately and promptly identified
- Ensure that the needs of all children are met as fully and promptly as possible
- Ensure that children make strong progress against their targets. We acknowledge that for children with complex needs, this progress may not look the same as for other children but those involved with the child: parents, SENCO, teacher, will be confident that the child is maximising his/her potential.

Progress against these targets is reported to the Governing body. This also includes the details of the SEND provision. Each half term the SENCO provides information to the Governing body as to the numbers of pupils receiving special educational provision through the SEN register, EHCPs as well as any pupils for whom a Statutory Assessment has been requested. Whole school monitoring and evaluation procedures will include sampling of work and observations

Approved by the Governing Body in December 2021

Headteacher: _____

Chair of Governors: _____

This policy is to be reviewed Autumn Term 2022