

HAREHILLS PRIMARY SCHOOL

FAMILIES AND WELLBEING TEAM - POLICY FOR SPECIAL EDUCATIONAL NEEDS

1. SCHOOL PHILOSOPHY FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS (SEN)

We believe that all children should, wherever possible, be educated in a classroom setting and be fully integrated with their peers. Children with SEN join in the activities of the school together with pupils who do not have SEN, in so far as it is reasonably practical and compatible with the pupil receiving the necessary SEN provision, the efficient education of other children and the effective use of resources. All pupils with SEN are entitled to access to the full National Curriculum. There are times when the curriculum will have to be modified. Wherever possible, we try to provide full social integration for all our children with SEN, during playtimes, dinnertimes, educational visits and extra curricular activities. The school building and grounds are fully accessible to the disabled with wheelchair access to all areas. Toilets for the disabled and lifts are provided.

Inclusion statement

The staff at Harehills Primary School are committed to the inclusion of all pupils. We therefore:

- Provide a learning environment which enables every pupil to be safe and healthy.
- Value every individual and enable them to enjoy their learning and achieve their full potential and economic well-being.
- Enable every pupil to make a positive contribution to their school and community.
- Identify and respond to pupils' diverse and individual needs.
- Identify and overcome potential barriers to learning.
- Set suitable targets and learning challenges for every pupil.

Objectives of the policy

This policy follows the SEN Code of Practice, 2001.

- All pupils at Harehills Primary School are entitled to access to a broad, balanced and relevant curriculum, whatever their individual needs.
- All staff are responsible for early identification, assessment, monitoring, teaching and inclusion of pupils with SEN as an integral part of raising standards.
- All pupils with SEN are included in the educational and social life of the school.
- Parents are involved as partners.
- All pupils are actively involved in their own learning.
- The school will work in partnership with outside agencies / schools.

2. WHO ARE CHILDREN WITH SPECIAL EDUCATIONAL NEEDS?

Children with SEN, refers to a group of children who at some time in their school career, need additional support, to enable them to participate fully in their educational experience. They are children who may have mild, moderate or severe learning difficulties or disabilities, physical or medical difficulties, or social emotional and behavioural problems. Sometimes it is a combination of these difficulties that give cause for concern. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different to the language in which they will be taught.

3. ADMISSION ARRANGEMENTS

Admission arrangements for children with SEN are the same as for other children, except in the case of a child with a Statement of SEN, where support is required to ensure the safety of that child or others. The head teacher may then wish to delay entry until support is in place. The school will work within the legal framework of all UK and EC laws and follow the guidelines set out in the Code of Practice, introduced by the SEN and Disability Act, 2001.

4. WHO IDENTIFIES CHILDREN WITH SEN?

All children with SEN are identified through cooperation and partnership between nursery, school, parents, health authorities, social care and voluntary agencies if applicable. Some children may already have been identified as having SEN before they begin school. The parent, health visitor, or another health professional may have cause for concern about the child's development. Where professionals are involved they will notify us of their difficulties and needs so that we are aware of them as soon as the child begins school. Parents are encouraged to inform the head teacher, assistant head teachers, class teachers or transition mentor, who will inform the SEN coordinator (SENco). As a school we aim to identify and help children with SEN as early as possible, before major problems arise. Class teachers will raise their concerns about children who they believe to have an SEN through a cause for concern sheet and discussion with the SENco. We believe that a close relationship should be established between parents of children with SEN, the school and any outside agencies involved.

5. SUPPORT FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

There is a three stage model of intervention: **Early Years Action/School Action, Early Years Action Plus (+)/School Action Plus (+)** and **Statutory Assessment** leading to a **Statement of Special Educational Need**. The child's teacher and the SENco must work together, to plan and monitor Individual Education Plans (IEPs) and Individual Behaviour Plans (IBPs). The child must also be involved in the planning and implementation where possible with the child's parents/carers.

Early Years Action/ School Action

Is the first stage of concern about a child's difficulties.

The teacher should

- Observe the child and record as much about their difficulty, behaviour and performance as possible, including any interventions already received, this can be done on the SEN referral form.
- Discuss their concerns with the child's parents, ask them about any other difficulties including health or physical problems and inform them about the SENco's involvement. (The child will be added to the SEN register with a specified need or needs.)
- Provide the SENco with as much information as possible about the perceived difficulty and baseline assessment or TA/Test levels broken down using PIVATS (Y1 -Y6). FSP point scores in FS1 and FS2 (apart from the summer term where PIVATs levels will also be required).
- Liaise with the SENco, the child's parents and where possible the child to plan and implement an IEP or IBP.
- Make sure the IEP or IBP focuses on a maximum of 3 - 4 targets, which are personalised - think about the gaps identified through assessment - and record strategies that are additional to or different from the normal differentiated curriculum or behaviour strategy.
- Review the IEP once a term and the IBP every half term. In the case of an IBP any extreme incidents of behaviour must be recorded on a behaviour slip so that the information can be added to the behaviour database - currently by a member of the nurture team.

The SENco should

- Collate all known information about the child, including the information from the parents
- Liaise with any known agencies already involved with the child and collect any relevant information from them
- Support and monitor the writing of the targets on the IEP / IBP and the strategies used / resources required
- Ensure that the IEP / IBP has been shared with the parents and attend the meeting if requested
- Make sure the parents are aware of the Leeds Parent Partnership Service
- Ensure that the IEP is reviewed at least termly and the IBP half termly and that if necessary behaviour slips are filled in and given to the nurture team to record on the behaviour database

Early Years Action + School Action +

If despite intervention and regular IEP work the pupil continues to have difficulties, or there are concerns over little or no progress being made and everybody involved agrees that it has become necessary to involve an external agency the child will be moved onto **Early Years Action + / School Action +** on the SEN register. This is the stage when it will become necessary to involve outside specialists who can support and help with advice on new

IEPs / IBPs, provide detailed assessment, suggest new strategies and possibly offer ongoing specialist support or activities in school.

The teacher should

- Collect any relevant information, such as detailed assessment results, reviewed IEP or IBP's and printouts from the behaviour database.
- Discuss the situation with the child's parents and SENco at a meeting organised by the SENco.
- After intervention from the outside agency plan a new IEP with the SENco using the advice from the external specialists to set the targets and teaching strategies.
- Review the IEP once a term and the IBP every half term. In the case of an IBP any extreme incidents of behaviour must be recorded on a behaviour slip so that the information can be added to the behaviour database - currently by a member of the nurture team.

The SENco should

- Ensure that the parents are still completely informed about their child's SEN and school's involvement
- Ensure that the relevant records are available and up to date for the outside agencies to use
- Liaise with the external agencies and make sure that their advice and support is made available to the class teacher, support assistant and parents
- Ensure that the IEP is reviewed at least termly and the IBP half termly and that if necessary behaviour slips are filled in and given to the nurture team to record on the behaviour database

Statutory Assessment for a Statement of Special Educational Needs

If the child continues to have problems the school can request the LEA to make a Statutory Assessment. Parents must be fully involved at this stage. A Nursery must provide the LEA with all their relevant information including records and for a FS1 pupil obtain information and advice on health related matters from the appropriate agencies. A school will also include records of pupil progress in the National Curriculum through TA and any standardised test results and they must ensure that all the other agencies involved with the child are informed, so that reports can be submitted. The LEA will consider all the information from the Nursery or School including records from SA and SA+, IEPs or IBPs and evidence of whether outside advice was obtained and used regarding the various aspects of the child's difficulties.

When the LEA is considering the assessment it asks what difficulties were identified, when they were identified, whether outside advice was implemented, what additional interventions have been used and whether parental views have been considered.

From this evidence the LEA will decide if the child should be the subject of a Statement of SEN and the process should take no longer than six months. In some cases a Statement of SEN may be given to a child without following the above procedure, if, for instance there is a sudden change in circumstances due to an accident or illness which impede educational progress. Statements of SEN should be sought for children with the most complex needs,

and for whom the SEN will have life long impact. With FFI children are able to have full funding without a Statement of SEN.

Annual Reviews

There is a formal review meeting for children on full funding and children with a Statement of SEN and this must be held annually or every six months for under fives. The purpose of the review meeting is to get an overall perspective on the child's progress, to monitor and evaluate the provision and amend as necessary.

Before the review the SENco contacts parents and outside agencies to collect written information from them detailing the child's progress in relation to targets set and Statement objectives. When the information has been collated the SENco invites parents, teachers, support staff and the outside agencies involved with the child, including the Educational Psychologist, to meet at school in order to produce a review report, which is then signed by the head teacher and submitted to the LEA. As it is often difficult to get all parties together at any one time the SENco must gather individual reports from the agencies before the meeting in order to give a full report to parents at the review meeting. It is the role of the SENco to feed back to the head teacher and inform them of any proposed changes or amendments to the child's Statement of SEN.

When a child is in Year 5 and if considered appropriate in Year 2 and has full funding or a Statement of SEN the school Educational Psychologist needs to be involved with the annual review. This is in order to discuss and support the transition process and arrangements for KS3 or KS2. It is imperative that the parents and school establish suitable links prior to the child's transfer.

We will also help parents by providing the following:

- Help with filling in forms
- Providing interpreters
- Making the family and their friends welcome
- Having informal discussions regarding their child
- Offering and organising specialist advice and support
- Listening to concerns and problems

6. Staffing

We currently have the following staff in school in order to help support children with SEN:

- Special Needs Governor - Sam Paechter
- Special Needs Coordinators (SENcos) - Kate Hudson (maternity leave) and Alison Liversage
- Interventions Manager and AHT - Joanne Marshall
- Class teachers
- HLTAs - Tracey Hamilton, Sam Boyd, Rebekah Johnson
- Nurture Lead - Wendy Lister
- Speech and Language Assistant - Laura Coyle
- Special Needs Assistants, Teaching Assistants, Behaviour Support Workers (SNAs, TAs, BSWs)

The Wellbeing and Families Team

- Integrated Services Managers -Azhar Ali and Janet Hayward
- Transition and Learning Mentors - Phillip Painter, Julie Drysdale, Christine Somers, Julie Thompson, Dawn Woolmer
- Family Support and SEAL workers -Kaniza Liaquat and James Marshall

Funding for SNAs TAs and BSWs is generated through FFI. The amount of money allocated to school will vary and is based on the needs of the cohorts of children. All support staff have a variety of experiences in working with children and in supporting various needs. They form a vital part of our school staff, attending meetings, INSET and sitting on the governing body. Most of their work should be in the classroom as it is our policy that children with SEN are fully integrated in all aspects of school life.

SNAs, TAs, BSWs responsibilities are:

- Working in a 1:1 or small group for parts of the day to deliver targets from an IEP or differentiated work planned by the class teacher or SENco.
- Working with individuals or small groups of children identified as having SEN.
- Working with other groups of children as directed by the class teacher while the class teacher works with the children with SEN.
- Supporting children in class, keeping them focussed and on task, in order to gain full access to the National Curriculum.
- Supporting children with emotional, behavioural, physical or medical difficulties.
- Meeting with outside specialists to discuss IEP, IBP or programmes of work.
- Monitoring IEPs and IBPs and reporting back to the class teacher, SENco and line managers - where appropriate.
- Keeping up to date IEP records to monitor children's progress.
- Supporting children with SEN during educational visits.
- Supporting the class teacher when a child with an IBP may require periods of time of withdrawal from the classroom.

It is vital that support is provided as and when the IEP or IBP states and that regular work, recording and monitoring takes place. This must be considered when planning for support staff within your classroom.

In service training

In order to meet the needs of the children the staff should have access to on - going training in SEN. All staff, teaching and non teaching, will be encouraged to attend training appropriate to the needs of the children they are working with.

7. Resources

The SENcos are allocated a sum of money each year to purchase resources for SEN. This year each year group has been allocated a budget of £100 to purchase SEN resources to support the needs of the children in their year group for IEP and cross curricular work.

There are other SEN resources held centrally but it is worthwhile consulting with colleagues as more and more are being held by teachers in their classrooms.

8. Outside Support Agencies

At Harehills we make full use of the range of specialist support available to children with SEN. After consulting parents the SENco may involve outside agencies. These agencies give advice and practical support for children with learning, behavioural, communication, physical and medical difficulties. They can support with assessment, programme planning, behaviour management, use of resources and in service training.

Such advice comes from:

- The Integrated Support and Psychology Service including Educational Psychology (ISPS)
- The Deaf and Hearing Impaired Team (DAHIT)
- The Visually Impaired Team
- Education Welfare Service
- Behaviour and Emotional Support Team (BEST)
- Travellers Education Service
- Speech and Language Therapy
- School Nurse and Doctor
- Occupational Health
- Child and Adolescent Mental Health Service (CAMHS)
- GOLD Provision
- Social Care

9. The Governing Body

The Governing Body, in cooperation with the head teacher, has overall responsibility in ensuring that all children with SEN receive help and assistance as appropriate. In order that learning difficulties do not limit educational progress governors and staff should work closely together. The Governing Body will support the in service training needs of teachers and support staff to improve standards. The SEN Governor meets with the SENcos regularly and reports back to the SLT and the Governing Body. The Governors report to parents annually on SEN provision at Harehills, in line with the Code of Practice. Comments from parents are always welcome. The Governor for SEN is Sam Paechter.

10. Complaints Procedure

The school will attempt at all times to develop a positive working relationship with parents. In the first instance, parental concerns should primarily be taken to the class teacher. If the class teacher can address the concerns they will, otherwise they may be taken to the SENco. The SENco will ensure that the parents are informed about the Parent Partnership Service and work with the parent to resolve the concern. The SENco will keep the head teacher informed of any concerns. If the matter remains unresolved, the head teacher will be informed and a meeting arranged to try to resolve the matter. In cases where resolution

is not possible, the matter will be passed onto the Governing Body and the parents informed of the LEA complaints procedure.

11. Reviewing the Special Educational Needs Policy

Every year the SENcos will write an action plan and a report will be written for the Governors report to parents explaining the actions taken by the SENcos and the impact upon and progress made by children with SEN.

The school will review the effectiveness of the SEN policy on a yearly basis as part of the school improvement plan. This will enable the school and parents to measure the progress of pupils receiving support and will enable the school to assess whether or not the FFI allocation is being used as effectively as possible.

In reviewing the policy the school will use the following indicators:

- Inclusion of SEN pupils within the classroom setting
- Success of IEPs and IBPs at reviews
- Income and expenditure on pupils with statements and high levels of FFI
- In service
- Use of support services
- Parental involvement