

HORNINGSHAM PRIMARY SCHOOL

# SEND Policy

'Together we learn'



## OUR MISSION STATEMENT

We are a successful, community school with a strong family feel. We nurture and inspire everyone in our community to be the best they can. With strong traditional values and high expectations, we ignite a passion for life-long learning and enable our children to be confident, aspirational and creative learners.

# SEND POLICY

This policy is a statement of the aims, principles and strategies to ensure the effective and efficient provision for the children with Special Educational Needs at Horningsham School; it also serves to support parents in their understanding of the various SEND processes. LA guidelines and the Department for Education (DfE) Special educational needs and disability code of practice: 0 to 25 years (2015) have been taken into consideration in the formulation of this policy.

## 1. Principles

- 1.1 We believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential.
- 1.2 We will always endeavor to secure special educational provision when required for pupils needs, that is 'additional to and different from' those provided within our curriculum to better respond to the four areas of need identified in the new Code of Practice (January 2015):

## 2. What are Special Educational Needs?

2.1 As defined in the Code of Practice (January 2015) children have Special Educational Needs (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them. For children aged two or more, special educational provision is educational or training provision that is addition to or different from that made generally for other children or young people of the same age by mainstream schools.

### 2.2 Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- 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 mainstream schools

### 2.3 Disabled Children

Under the Equality Act 2010, children may have a disability that is '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. This includes:

- Sensory impairments
- Long term health conditions (e.g. asthma, diabetes, epilepsy, cancer)
- A condition that is a year or more and more than minor or trivial.

Special educational provision may be necessary without the child necessarily having SEND.

## 3. Aims and Objectives

<b>Inclusion</b>	<ul style="list-style-type: none"><li>• The school meets the needs of all pupils, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances</li><li>• To be an inclusive school that meets the diverse needs of pupils so that children have equal access to succeeding.</li><li>• To ensure that these children are fully included in all aspects of the school.</li></ul>
<b>Curriculum</b>	<ul style="list-style-type: none"><li>• To provide a broad, balanced and suitably differentiated curriculum that is relevant to children's individual needs and aspirations.</li><li>• To show an understanding that supporting difficulties in learning and/or behaviour is part of high quality mainstream education</li></ul>
<b>Aspirations</b>	<ul style="list-style-type: none"><li>• To promote self-worth and enthusiasm by encouraging independent learning across all ages.</li><li>• To be aware that every child is entitled to a sense of achievement.</li></ul>

<b>Identification</b>	<ul style="list-style-type: none"> <li>To identify at the earliest opportunity all children who need special provision to support their learning and educational development.</li> <li>To be aware that any pupil at some time during their education may have special educational needs.</li> <li>To identify children who will need extra resources/provision within their school career.</li> </ul>
<b>Assessment and Monitoring</b>	<ul style="list-style-type: none"> <li>To regularly monitor, review and assess the needs and suitability of provision for children with special educational needs.</li> <li>To request, monitor and respond to parents' and pupils' views in order to evidence high levels of confidence and partnership.</li> </ul>
<b>Working in partnership</b>	<ul style="list-style-type: none"> <li>To work in partnership with the child's parents and other external agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.</li> <li>To involve parents and pupils in developing a partnership of support.</li> </ul>

## 4. Roles and Responsibilities

<b>SENDCo</b>	<p><b>Mrs O Lapham</b> The SENDCo is responsible for:</p> <ul style="list-style-type: none"> <li>daily implementation of the SEND Policy</li> <li>coordinating provision for children with SEND</li> <li>liaising with and advising staff on SEND issues</li> <li>updating the SEND provision maps</li> <li>overseeing records of SEND pupils</li> <li>contributing to the in-service training of staff</li> <li>liaising with parents and external agencies and transfer schools</li> <li>coordinating and developing school based strategies for the identification and review of children with SEND</li> <li>monitoring progress of children on the SEND register</li> </ul>
<b>ELSA</b>	<p><b>Mrs O Dorgan</b> The Emotional Literacy Support Assistant is responsible for:</p> <ul style="list-style-type: none"> <li>supporting children's emotional wellbeing</li> <li>helping children to deal with difficult situations e.g. bereavement</li> <li>assisting children with managing their behaviours</li> <li>building upon children's social skills</li> <li>liaising with teachers and the SENDCo to update targets and provision</li> <li>providing and enabling programmes for 1:1 or small group work</li> <li>enabling opportunities for nurturing environments across the school</li> </ul>
<b>SEND Governor</b>	<p><b>Dr B Grove</b> On behalf of the governors is responsible for:</p> <ul style="list-style-type: none"> <li>monitoring SEND provision</li> <li>reviewing the policy annually and consider any amendments</li> <li>challenge the school and its members to secure necessary provision for any pupil identified with SEND</li> <li>ensure that children with SEND are admitted to the school in line with the admissions policy</li> </ul>
<b>Teaching Staff</b>	<ul style="list-style-type: none"> <li>all staff at Horningsham School work towards the aims and objectives of this document by using school procedures for identifying, assessing and making provision for pupils with SEND.</li> <li>Provide appropriate support for children</li> <li>Plan for children's full participation in learning and physical and practical activities</li> <li>Support children to manage their own behaviour and take part in learning effectively and safely</li> <li>Develop appropriate and measurable targets for children's individual plans.</li> </ul>

## 5. Admission Arrangements

- 5.1 Our school strives to be a fully inclusive one. All pupils are welcome, including those with special educational needs. Children who meet the admission criteria will be admitted to school provided that the appropriate level of facilities are available to meet their individual needs.
- 5.2 Any applications from parents of children who have SEND but do not have an Education Health and Care (EHC) plan will be considered on the basis of the school's published admissions criteria as part of normal admissions procedures
- 5.3 This special needs policy document will be used in conjunction with other school policies.
- 5.4 All children, including those with special needs, will be expected to follow the behaviour policy. Policies are kept in the school office and on the learning network and are available to parents on request. The behaviour policy is given to all parents in the welcome pack each autumn term.

## 6. Identification, Assessment And Provision

### 6.1 A Graduated Approach to SEND

Provision for children with SEND is a matter for the whole school. The governing body, the Headteacher, the SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day SEND responsibilities. All teachers are teachers of children with special educational needs.

The SEND Code of Practice recognises four broad categories of Special Educational Needs:

1. **Communication and interaction**
2. **Cognition and learning**
3. **Social, mental emotional health**
4. **Sensory / physical**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing. Under these circumstances, teachers may need to consult the SENDCo to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

Reasons for a child being added to the SEND register may include the fact that he/she:

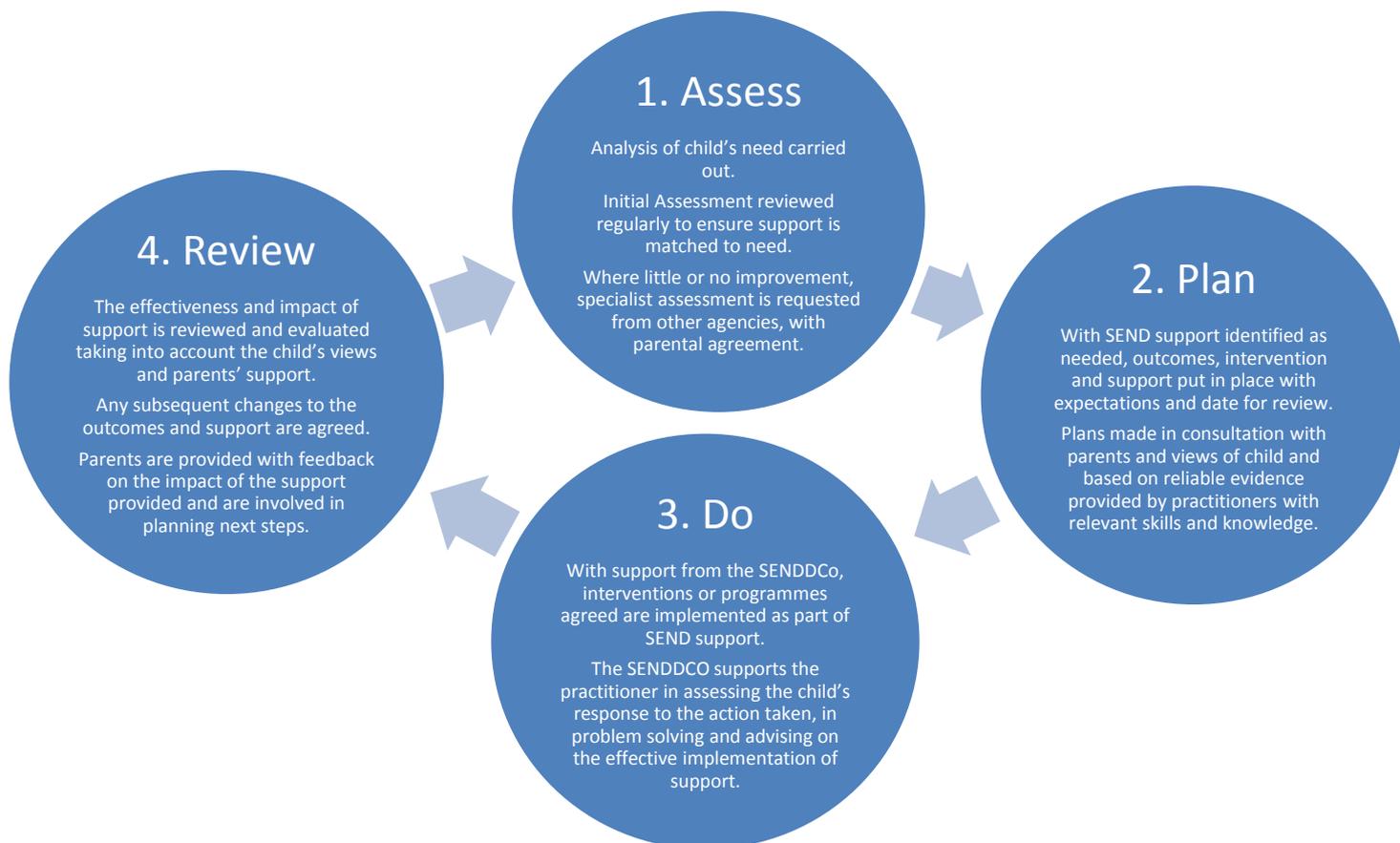
- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment
- Has communication and / or interaction difficulties, and continues to make little or no progress

The Wiltshire Graduated Response to SEND Support (WGRSS) is used to help assess needs and collate data for a particular child. Parents are involved in the decision process and will know if their child is added to our SEND register.

The needs of the majority of children will be met through Quality First Teaching in the classroom. Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage/own their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Where a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form of a four-part cycle (**Assess, Plan, Do, Review**) 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 four-part cycle will be delivered by using a Personalised Learning Plan (PLP), My Support Plan (MSP) or a statutory Education, Health and Care Plan (EHCP) to set targets and monitor progress against specific outcomes. PLPs, MSPs and EHCPs are reviewed by class teachers at least three times a year. Where a child has a PLP, teachers will meet with parents to discuss how children are progressing towards their targets at least twice a year, when a target needs changing or if their child needs to be moved onto a My Support Plan. Where a child has a MSP or EHCP, parents will be invited to discuss progress towards outcomes at least three times a year, with the class teacher and/or SENDCo. Teachers are responsible for using these as working documents for each child with SEND to record assessments, strategies and interventions used, and progress made against the outcomes and short-term targets.

## 6.2 The Nature of Intervention

The SENDCo and the child's class teacher will decide on the action needed to help the child progress in light of earlier assessments. This may include

- Different learning materials or specialist equipment
- Some group or individual support, which may involve small groups of children being withdrawn to work with the teacher, Teaching Assistant (TA) or Emotional Literacy Support Assistant (ELSA) on specific interventions or targets
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness
- Staff development and training to introduce more effective strategies

Wherever possible, we do not withdraw children from the classroom situation. However, there are times when, to maximise learning, we ask the children to work in small groups or in a one-to-one situation outside the classroom.

After initial discussions with the SENDCo, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action.

The SENDCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

### **6.3 Involvement of Outside Professionals/Agencies:**

If a child continues to make little or no progress, despite considerable input and adaptations, we may draw on expert advice, assessments or other input from professionals/agencies outside the school at any time to support or enhance our judgements about children's SEND needs, to gather recommendations which may help to identify strategies to help a child with SEND and to help to deliver interventions to help children. These professionals/agencies include Wiltshire County's Statutory SEND service, Educational Psychologists, Specialist SEND Support (SSENS), Sensory Impairment Service, Behaviour Support Services (BSS), Child and Adolescent Mental Health Service (CAMHS), Speech and Language Therapy (SALT), and Occupational Therapy (OT). In addition, we liaise closely - when necessary - with General Practitioners (GPs), Paediatricians, Social Services and Young Carers' services. PLPs or MSPs may be provided to these services to give a full picture of the child.

To access Wiltshire Council services, we complete either an online Diagnostic and Referral Tool (DART), a Virgin Care referral form or a Common Assessment Framework (CAF) form. Other agencies have their own specific referral processes and forms. Parents' consent is always sought before making referrals and/or sharing information.

### **6.4 SEND Provision**

#### **Most pupils with SEND:**

Will receive the majority of their learning through high quality class teaching appropriately differentiated to meet their needs. The class teacher and Senior Leadership Team (SLT) will be responsible for tracking the progress of pupils with SEND and Pupil Progress meetings will include discussion around the progress of pupils with SEND.

#### **Some pupils with SEND:**

May need to be withdrawn from class for regular targeted intervention in small groups or 1:1 to secure good or better progress. Targeted interventions will be 'additional to and different from' normal provision within the class. However, additional targeted intervention does not replace high quality teaching. The additional targeted intervention will complement and not interrupt high-quality class teaching. Appropriate additional targeted intervention will be implemented following a professional discussion between the class teacher and the SENDCo. Targeted interventions will be provided by a teacher or teaching assistant. The class teacher – alongside the SENDCo and SLT – will be responsible for arranging any intervention and therefore, will be fully aware of the additional targeted interventions being provided for their pupils with SEN. The class teachers, the SENDCo and SLT will be responsible for monitoring the impact of these additional targeted interventions. If the selected intervention is not impacting then this will be adjusted appropriately to ensure the pupils with SEND are being appropriately targeted to make progress.

#### **A minority of pupils with complex SEND:**

May continue to have significant difficulties accessing their learning despite targeted intervention and the involvement of outside agencies. Such pupils may require an exceptionally high level of additional support in order to access the mainstream school day. These children will require a coordinated assessment of their special needs, undertaken by the Local Authority, who may issue an **Education, Health and Care Plan**. The SENDCo, in consultation with the Head teacher, will discuss the possibility of such an assessment with the parents of the pupil with SEN and a Wiltshire SEND Lead Worker. For those pupils with an Education, Health and Care Plan, the Local Authority and the school will ensure – as far as possible – that the pupil's complex needs are met in accordance with the Plan and the Plan will be reviewed annually.

**In very exceptional circumstances:**

Our school, despite every effort, may find that we are unable to meet the needs of a pupil with complex SEND within our mainstream setting. In this situation we will discuss a way forward with parents, professionals from the support services and the Local Authority supporting the Education, Health and Care Plan. This may involve considering an alternative, more appropriate, school, placement or provision. The centre of these discussions will revolve around what is best for the child.

**Reviewing SEND status:**

If outcomes on a support plan are met and a child is making good progress, teachers, parents and the SENDCo may decide that the child no longer has SEND. Children will be removed from the SEND register and parents will be informed if this is agreed.

A delay in learning and development in the early years may or may not indicate that a child has SEND, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEND. However, where there are concerns, an assessment will be made to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach will be adopted.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's preschool years or previous school if transferring.

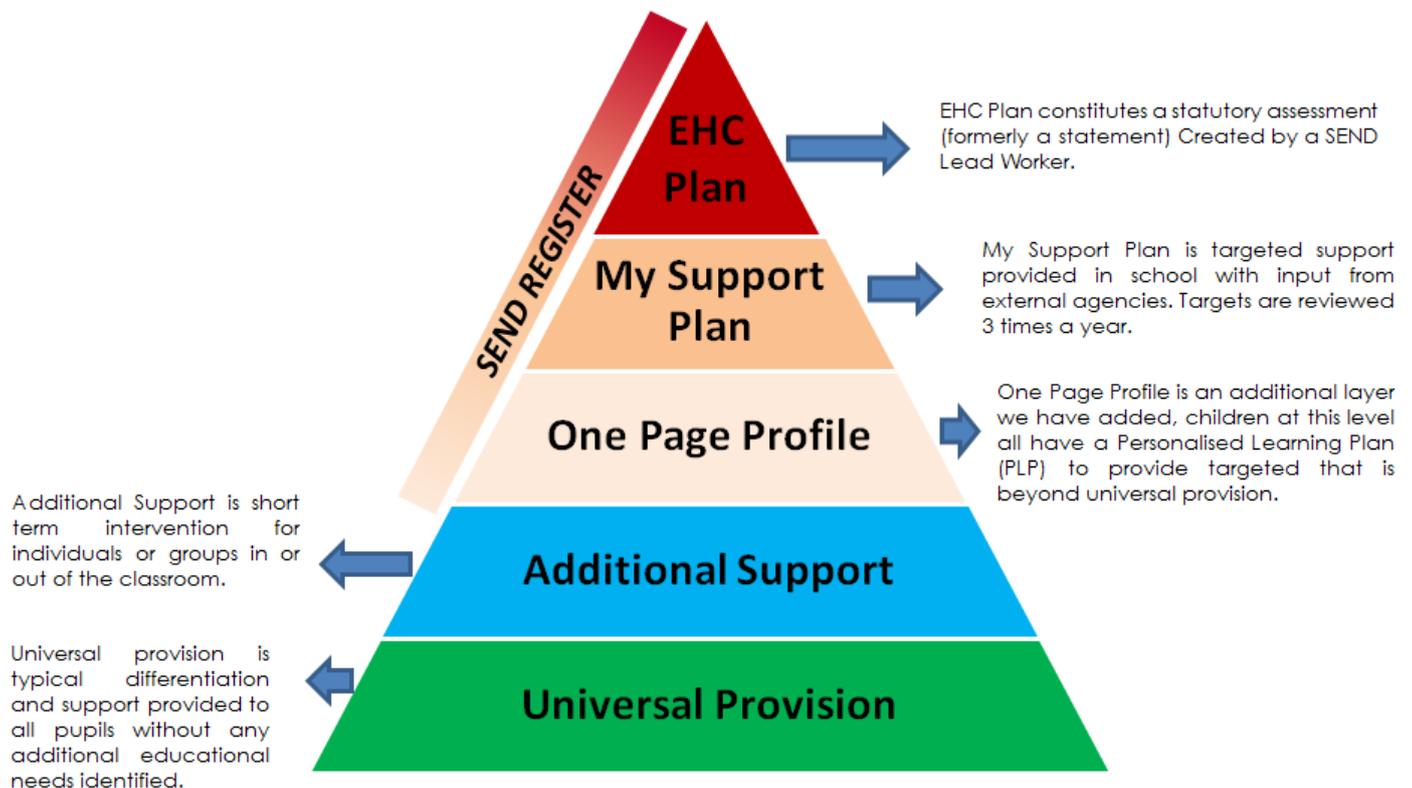
If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting or previous school and the class teacher and SENDCo will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored. If no progress is noted after a period of support, parents will be invited to discuss their child's needs and the child may be added to the school SEND register.

## 7. Provision

- 7.1 The school produces a whole school provision map to show levels of need and provision throughout the school. This is regularly monitored and updated following reviews and entry and exit from the SEND register. This provision map is updated three times a year as part of a review with all of the teaching staff.
- 7.2 In order to ensure we meet the needs of all pupils at all levels we follow the following structure of support across the school:



## Plans and Targets

7.3 My Support Plans and Personalised Learning Plans are detailed documents identifying:

- What is and isn't working.
- The short term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning.
- Minutes from meetings.
- Long term goals.
- The review date.

## Education Health Care Plans

7.4 As per the policy for Wiltshire LA, the school has adopted EHC plans beyond Wiltshire. This link to the Local Authority offer gives further information about the EHCP process: <https://www.wiltshire.gov.uk/local-offer-primary-ehcp>

## School Request for Statutory Assessment or Education Health and Care Plans

A request will be made by the school to the LA if the child has demonstrated significant cause for concern and has been at the level of 'My Support Plan' for a minimum of two cycles. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous My Support Plans/Personalised Learning Plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in Reading, Writing and Maths.
- Attendance records
- Professionals assessments (e.g. from external agencies, such as EP)
- Views of the school, parents and child.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with a statement of special educational needs will be reviewed regularly in addition to the statutory annual assessment. Pupils in Year 5 will have a statutory assessment and review to consider their placement for their transfer to Secondary school, the SENDCo from the named secondary school will invited to give their viewpoint on whether they are able to meet the needs of the child at that school.

The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

<b>7.4 Phases of Intervention:</b>	
Wave I	inclusive quality first teaching for all – usually at universal level.
Wave II	additional interventions which offer short-term extra help to accelerate key points of learning. This is provided in small groups targeted and time limited. Entry and exit assessment are integral to the interventions. Usually at universal level or Personalised Learning Plan level.
Wave III	offers intensive targeted support when small group intervention fails to work. Pupils requiring this level of support will usually have Personalised Learning Plans and may also have additional assessments/support from professionals such as Specialist Sen Support Service (SSENS). Usually for children on Personalised Learning Plans/My Support Plans/EHCPs.

## **8. Allocation Of Resources**

8.1 Resources are allocated by the finance committee of the governing body. The SENDCo, in consultation with the Headteacher, is responsible for the use of these resources and the deployment of the designated support staff.

8.2 The allocation of support times to pupils is calculated on the basis of time given per class and the level of need among pupils within classes. Pupils with EHC plans are treated separately according to the level of their needs, the requirements of their plans and their named pupil allowance which may allow for additional support/interventions.

## **9. Curriculum Access**

9.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

9.2 “A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum” (National Curriculum Inclusion Statement 4.3 Sept 2013).

9.3 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning.

9.4 Staff plan lessons that incorporate the different learning styles that children have.

9.5 All children on the SEND register have a personalised learning plan with individual targets which break down the existing levels of attainment into finely graded steps and targets to ensure that children experience success.

9.6 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

## 10. Partners in the Process

### Partnerships with Parents

10.1 We work in close partnership with parents and carers who play an active and valued role in their child's education. The school will promote a culture of co-operation with parents by:

- Ensuring all parents are aware of the school's arrangements for SEND.
- Informing all parents when a child is placed on the SEND Register and offer the opportunity for discussion.
- Holding formal consultations between the class teacher, parents and when appropriate the SENDCo to discuss the child's needs and approaches to addressing them.
- Holding consultations with all parents of children with SEND to ensure that both parties are clear about what is and isn't working and the targets to support the child.
- Undertaking Annual Reviews for children with EHC plans.
- Seeking parental permission before making any referrals.

### The Child's Voice

10.2 In this school we encourage pupils to participate in their learning by:-

- Being involved in target setting and identifying teaching and learning strategies that work for them.
- Incorporating their views in all aspect of their education.
- Encouraging independence and promoting aspirations.

### Links with other schools

10.3 Our school will ensure that all transfers between schools are planned, monitored and supported to ensure the successful outcomes for children. We will collaborate with all other support services and agencies involved with the child and with parents and where appropriate make joint planning arrangements.

### Working with External Agencies

10.4 The school has arrangements for securing access to external support services for pupils with SEND. This may include liaison with other schools and other specialist provision.

## 11. Staff Development

Staff are given regular opportunities to develop their skills and confidence in working with children with special educational needs. The SENDCo holds the relevant qualification and the ELSA attends five supervisions each year to retain their status.

Staff are involved in developing practices which promote whole school approaches to SEND and have the opportunity to meet with the SENDCo and other professionals regularly to discuss specific pupils or to broaden their learning about particular SEND. Staff meetings often have a focus on SEND, involving training that will enhance our school provision and embed an inclusive environment for all.

The SEND Governor is informed of school based training for staff.

The SENDCo, class teachers and teaching assistants will have opportunities to attend specific courses which are of interest and have a particular bearing on the children they are supporting.

## 12. Evaluating Success

The success of the school's Special Educational Needs Policy and Provision is evaluated through:

- Monitoring of classroom practice by the SENDCo and Headteacher.
- Analysis of pupil tracking data and test results for groups of and individual children.
- Value added data for pupils on the Special Educational Needs and Disabilities Register.
- School Self-Evaluation Form (SEF)
- The School Development Plan (SDP)

## 13. Contact

The SENDCo can be contacted at the school via telephone: 01985 844342 or via email at [send@horningsham.wilts.sch.uk](mailto:send@horningsham.wilts.sch.uk)

### Storing and Managing Information:

Documents are stored in line with GDPR and the school's policy on Confidentiality and Information Management.

- All files of pupils, with SEN, currently attending the school are stored securely.
- All files of pupils, with SEN, who have left the school are stored securely in our archive.

## 14. Signposting

These sites may offer additional information/services/support for parents with SEND pupils.

- Wiltshire Local Offer - <https://www.wiltshire.gov.uk/local-offer-primary>
- Wiltshire Parent Carer Council - [http://www.wiltshireparentcarercouncil.co.uk/en/Home\\_Page](http://www.wiltshireparentcarercouncil.co.uk/en/Home_Page)

## 15. SEND Abbreviations

<b>ADD</b> – Attention Deficit Disorder	<b>MLD</b> – Moderate Learning Difficulties
<b>ADHD</b> – Attention Deficit Hyperactivity Disorder	<b>MSP</b> – My Support Plan
<b>ASD</b> – Autism Spectrum Disorder	<b>OT</b> – Occupational Therapy
<b>BSS</b> – Behaviour Support Service	<b>PAM</b> – Post Assessment Meeting
<b>CAF</b> – Common Assessment Framework	<b>PLP</b> – Personalised Learning Plan
<b>CAMHS</b> – Child and Adolescent Mental Health Service	<b>PRU</b> – Pupil Referral Unit
<b>CoP</b> – Code of Practice	<b>SALT</b> – Speech and Language Therapy
<b>DART</b> – Digital Assessment Referral Tool	<b>SEND</b> – Special Educational Needs and Disabilities
<b>EAL</b> – English as an Additional Language	<b>SLD</b> – Severe Learning Difficulties
<b>EHCP</b> – Educational Health and Care Plan	<b>SpLD</b> – Specific Learning Difficulties
<b>ELSA</b> – Emotional Literacy Support Assistant	<b>SSENS</b> – Specialist SEN Support Service
<b>EP</b> – Educational Psychologist	<b>TA</b> – Teaching Assistant
<b>EYFS</b> – Early Years Foundation Stage	<b>WAAS</b> – Wiltshire Autism Assessment Service
<b>LA</b> – Local Authority	

To be Reviewed by Governors:

Review date:

October 2021