

Special Educational Needs and Disability Policy

“Today’s learners are tomorrow’s leaders”

Holbeach School is a two and three form entry primary school with a Nursery, serving the local community. We are situated in Catford in the London Borough of Lewisham. The school ethos and provision for children with special education needs and/or disabilities (SEND) enables them to make good progress.

At Holbeach we believe that all children should have equality of opportunity in all aspects of their education. We have an inclusive ethos where children with SEND engage in all school activities as far as possible. Children who experience barriers to their learning will be supported and reasonable adjustments will be made to accommodate them.

We believe that every child is unique and learning should be personalised to meet their profile of need. All children, regardless of their learning difficulties or other disabilities, will have access to a broad, balanced and relevant curriculum. All teachers are teachers of SEND and are responsible for the progress of pupils with additional needs. We expect teachers to set high expectations for every pupil, whatever their prior attainment.

Headteacher	Mr T Bulpitt
Special Educational Needs and Disability Coordinator (SENDCo)	Ms Debby Strode
The nominated link governors for SEND	Mrs K Drew and Dr B Pitcher

Holbeach Aims and Objectives

- To ensure early identification of pupils who have special educational needs and/or disability (SEND)
- To ensure that the identification of SEND is built into the overall school approach which monitors the progress and development of all pupils.
- To ensure that SEND provision is met through ‘Quality First Teaching’ in the classroom and focused interventions inside and outside the class as appropriate.
- To ensure that teachers are responsible and accountable for the progress and development of **ALL** the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- To provide support, advice and training for staff regarding Special Educational Needs and Disability.
- To access support and advice from outside agencies to enhance our understanding of SEND and increase the effectiveness of interventions.
- To support parents of SEND pupils by building good relationships, finding out about their concerns and taking their views into consideration. We believe that children and parents should be fully involved in the pupil’s education.
- To inform parents when we are making special educational provision for a child outside of the usual class provision or where outside services support the pupil and keep them informed about their children’s progress.

What is SEND?

A child or young person can be identified as having additional needs if they have a learning difficulty or disability which calls for special and/or additional educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school.

What is Disability?

Definition of disability under the Equality Act 2010 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 definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition. Schools **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. (SEND Code of practice 2014)

SEND list Categories

Under the Code of Practice 2014 we identify children at: -

1. **SEND Support** – This identifies that a pupil has a significantly greater difficulty than the majority of children of the same age. At this level of SEND the pupil will be provided with additional support to that provided by the teacher within the classroom. For example support from a Speech and Language Therapist or specific interventions e.g. Reading Recovery. It may involve assessment and support from outside agencies like Occupational Therapy or the Educational Psychologist. (see the local offer attached)
2. **Education Health and Care Plan (EHCP)** – This provides a higher level of intervention and may include 1:1 adult support. This is applied for where the pupil needs a high level of support within the class as well as specific interventions outside of the classroom. For example where a pupil had sensory disability as well as learning needs. The EHCP will now replace 'Statements' over the next three years but would provide a similar level of support.

Broad areas of need as described by the Code of Practice 2014

1. Communication and Interaction – e.g. Autism, Speech and language difficulty
2. Cognition and Learning – e.g. dyslexia, memory or processing difficulty
3. Social, Emotional and Mental health difficulties
4. Sensory and/or physical needs – e.g. visual, hearing impairment

It is important to consider what is NOT SEND but may impact on progress and attainment:

- Attendance and punctuality
- Health and Welfare
- English As second Language (EAL)
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behaviour – The underlying need needs to be considered here as behaviour is no longer considered to be SEND.

Identifying and Managing Special Educational Needs at Holbeach

The identification of SEND is built into the overall school approach when monitoring the progress and development of all pupils. This is discussed and actioned termly at Pupil Progress meetings. The graduated approach as specified in the Code of Practice 2014 'Assess, Plan, Do, Review' is used for all pupils.

In accordance with the SEND Code of Practice 2014 we use the **Graduated Approach** to identifying, assessing and providing for children with SEND and we aim to identify children as early as possible. This approach recognises that there is a continuum of need and that in some cases external, specialist expertise may be called upon to assist with the difficulties that a child may be experiencing. The SEND support takes the form of a four part cycle of assessing, planning, doing and reviewing. This cycle is termly.

Our school aims to raise the aspirations of and expectations for all pupils with SEND. It provides a focus on outcomes for children and young people and not just hours of provision/support.

The Graduated Approach

Assess:

- All children are assessed regularly through formative and summative assessment.
- Class teachers make regular assessments of progress for all pupils. These identify pupils making less than expected progress given their age and individual circumstances. This may include:
 1. Pupils whose progress is significantly slower than that of their peers starting from the same baseline
 2. Pupils whose progress has slowed and does not match previous rate of progress
 3. Pupils whose attainment is much lower than that expected for their age.
 4. Pupils who have a specific difficulty in one particular area
- Teachers continually monitor and assess the wellbeing of the pupils in their class.
- At Pupil Progress meetings (termly) the class teacher, SENDCo, Assessment coordinator and Head of school evaluate the progress of all pupils.
- The first response to poor progress and low attainment is high quality teaching targeted at areas of weakness. Where progress or attainment continues to be less than expected, the class teacher will discuss the pupil with the SENDCo for advice.
- If there are continued concerns about progress or well-being, a referral will be made to the SENDCo who will assess whether the child may have SEND and make a decision as to which assessment or intervention would be appropriate.
- Outside agencies may be invited in to assess the pupil and parents would be informed.

Plan:

- At Pupil Progress meetings (termly) the class teacher, SENDCo and head of school will decide on 'in class' interventions needed for ALL pupils where necessary. This will include SEND pupils where appropriate. These will be delivered by the teacher and teaching assistant.
- Where 'in class' intervention has failed to have an impact, targeted interventions will be set up using specialist teachers or teaching assistants. These interventions may be individual or as part of a group.
- Interventions are set up for a limited time period and then evaluated. This will usually be a term but may be longer.
- Where appropriate, outside agencies may be called in for assessment and advice. (see local offer attached). These professionals may provide support and set targets for individual pupils.
- Where it has been decided to provide a pupil with specialist SEND support, the parents will be formally notified and included in meetings with the SENDCo and specific agency.

Do:

- The first step in responding to pupils who have SEND is to provide 'Quality first teaching' differentiated for individual pupils. Additional interventions cannot compensate for a lack of good quality teaching.

- Interventions will be completed within an agreed time period.
- Interventions are included on the class timetable
- Targets are agreed between the class teacher and the person delivering the intervention. Where possible these targets are reinforced in the classroom.
- **Teachers need to ensure that pupils with SEND receive teacher support as well as teaching assistant support** to ensure that they make progress.

Review:

- Attainment is reviewed again at the next Pupil Progress meeting to determine whether the interventions have had any impact on attainment.
- Interventions outside of the classroom have specific targets and these are reviewed at the end of the intervention period.
- The SENDCo reviews attainment progress made by pupils receiving additional interventions outside of class.
- Where a pupil has a statement or an EHCP, the SENDCo and local authority must review that plan every 12 months. Parents and Lewisham representatives are invited to these review meetings.
- The class teacher and SENDCo will consult with the parents and pupils regarding setting targets as well as reviewing the impact and outcomes of support. This could be at parent evenings or at other specified times. Parents can make additional ad hoc appointments with the SENDCo to discuss their child's progress and well-being.

Provision Mapping

- Interventions for all pupils are recorded on a provision map so an overview of support for each pupil over their primary school years is recorded.
- This can be useful to demonstrate progress made or lack of progress despite the interventions provided and/or show a possible need for outside agency assessment and/or support.

Managing Pupils Needs on the SEND register

- We maintain a school register of all pupils placed within the SEND support single category.
- The register is updated as needed and a review done termly at pupil progress.
- At pupil progress meetings the teacher, head and SENDCo will consider which pupils need to be on the SEND register or who may be removed.
- Parent's views will be sought and they will be fully informed.
- Pupil's views will be sought where possible.

Criteria for exiting the SEND register

- Meeting their intervention and class targets.
- Making expected or greater than expected progress.
(KS1 = 2 points) (KS2 = 1+ points)
- Attainment is within the range expected for their class/age group.
- Social, Emotional and Mental health difficulties have been resolved.
- Outside agency intervention has been completed.

Parental Involvement

- At Holbeach we believe that our partnership with the parents is of vital importance.
- Parental anxieties can be eased through good communication with the school.
- The school will always ensure that parents are kept aware of the progress of their child.
- Communication with the school will include short meetings before or after school with the parents, parent's evenings, notes sent home, involvement in target setting, annual reviews and ad hoc meetings where needed.

Roles and Responsibilities

Role of SEND Link Governors

- It is the statutory duty of the SEND Governor to ensure that school follows its responsibilities in meeting the needs of pupils with SEND.
- This is done through review meetings with the SENDCo and SEND information reports.

Role of the SENDCo

- To maintain an up to date record of children with additional needs and/or SEND and review termly
- To oversee the day to day operation of the schools SEND policy and to review its effectiveness
- To co-ordinate the provision for children with SEND
- To Liaise with and support teachers
- To co-ordinate with the link SEND governor and report annually to governors
- To oversee the records of all children with SEND
- To liaise and support parents and carers or children with SEND
- To be responsible for auditing the needs of staff in respect of SEND CPD
- To contribute to whole staff teams CPD in relation to SEND
- To liaise with external agencies
- To initiate and conduct annual statutory review meetings.
- To report to Governors –
- To pay due regard to The Disability Discrimination Act (DDA), The Single Equality Act 2010, and requirements for accessibility planning; ensure all school policies do not discriminate against children with SEND or treat them less favourably.

Role of the Class Teacher

- Teachers are responsible and accountable for the progress and development of **ALL** the pupils in their class, including pupils who access support from teaching assistants or specialist staff
- Teachers need to ensure that pupils with SEND receive **teacher support time** as well as teaching assistant support to ensure that pupils make progress.
- The first step in responding to pupils who have SEND is to provide 'Quality first teaching' differentiated for individual pupils. Additional interventions cannot compensate for a lack of good quality teaching.
- To ensure that Class interventions discussed at pupil progress are carried out.
- The teacher should liaise with teaching assistants working with SEND pupils and providing a clear plan for support.
- The teacher should liaise with personnel doing interventions outside the classroom, ensuring that they are aware of the targets set. Where possible these targets should then be reinforced in the classroom.
- To be aware of which pupils are on the SEND list and know the requirements set out on a pupil's statement or EHCP plan.

Role of Teaching Assistants supporting pupils with SEND

- To support pupils with statements or EHCPs 1:1 or within a group as directed by the class teacher.
- To be aware of learning targets set out by the teacher or those set for interventions outside the classroom.
- To communicate with the teacher about work planned and feed back to the teacher any difficulties or progress made.
- To carry out specific interventions planned by the teacher, outside agencies or SENDCo.

Complaints and Feedback

- Any concerns about a child's progress or wellbeing should be raised in the first instance with the class teacher.
- If it is a specific SEND concern please contact the SENCO to make an appointment.
- All complaints will be dealt with in line with Holbeach Primary School's complaints procedure. Parents can meet with key members of staff by making an appointment through the school office

Accessibility

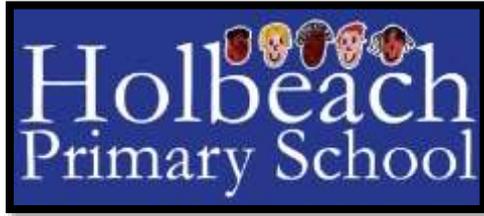
Statutory Responsibilities

The DDA as amended by the SEND and Disability Act 2001, placed a duty on all schools and Local Authorities to plan and to increase over time the accessibility of schools, for disabled pupils and to implement their plans.

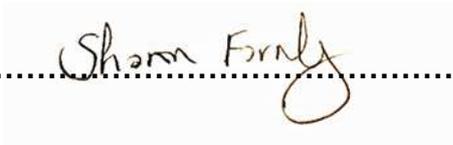
Compliance

The policy complies with Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under

- Articles 7 and 24 of the United Nation Convention of the Right of Persons with Disabilities'
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (June 2014)
- School Admissions Code of PRACTICE
- The Special Educational Needs and Disability Regulations 2014
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at school with Medical Conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012



Special Educational Needs and Disability Policy

Signed: 

Chair of Governors: *Sharon Farnley* (please print name)

Signed: 

Headteacher: *Tom Bulpitt* (please print name)

Date of Policy: July 2020

Date of Review: July 2022