



SEND POLICY HELSEBY HILLSIDE PRIMARY SCHOOL

This policy is a statement of the aims, principles and strategies used in making provision for pupils with special educational needs based on the SEND Code of Practice.

Mission Statement.

The Governing Body of Helsby Hillside Primary School, in co-operation with the Head Teacher and staff, is committed to providing a broad, balanced and relevant curriculum for all children; and that any child with special educational needs will have all the necessary recognition, support and provision to meet those needs.

The main principles of SEND provision are: -

- To raise standards.
- Develop inclusive practice.
- To ensure disabled pupils are not discriminated against in education.
- To place disability and learning difficulty within the wider spectrum of all children's experiences.
- To fix the responsibility for providing for them as an integral part of all teaching and learning.

Arrangements for inclusion.

In line with central inclusion principles from the National Curriculum, teaching staff will attempt to set suitable learning challenges for children and will respond to all pupils' diverse prior experiences and learning needs. Teachers and teaching assistants will attempt to accommodate children's different styles and rates of learning. Teachers will ensure they deliver a high quality of educational opportunity through the curriculum and will adapt their teaching styles where possible to meet the needs of individual children.

At Helsby Hillside Primary School we follow LA guidelines and the Current SEND Code of Practice (see CWAC local offer online)

Aims.

Our aims are:

- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for, monitored and reviewed regularly.
- To set suitable learning challenges, remove barriers to participation and learning and to release potential.
- To ensure all children have full access to all elements of the school curriculum.
- To make clear the expectations of all partners in the process.
- To identify the roles and responsibilities of all staff in providing for all children's special educational needs.

The Code of Practice is clear in stating that all teachers are teachers of children with Special Educational Needs.

Role of School Personnel.

The School Governors: -

A governor has been appointed to take a particular interest in the schools' special needs policy and provision, visiting regularly and keeping "up to date" with current information and use of resources, etc. The named governor is Mrs Nicky Skarnes.

The Head Teacher: -

The Head Teacher is aware that even with appropriate curricular provision some children have different educational and behavioural needs and aspirations, and may require different strategies for learning, different teaching approaches and experiences. Because of this, the Head Teacher will ensure that the SEND policy of the school is implemented and that its' procedures and programmes are followed and that they can be discussed and developed whenever necessary.

Funding

The school SENDCO completes an annual provision map and also a termly provision map which details where support is allocated across year groups. The provision in terms of additional support is worked out at an hourly and then annual/termly cost for all Wave1, Wave 2 and Wave 3 interventions. The total budget spent is shown on the annual SEND budget statement and then balanced against the SEND income figure.

The Head Teacher informs the Governing Body of how funding is allocated to support SEND in the school and/or training for staff to develop existing skills and expertise. The Head Teacher and SENDCO encourage inclusion and co-operation by working closely with statutory, voluntary and support agencies and consulting with the LA and other schools when appropriate.

The Special Educational Needs Co-ordinator.

The Special Educational Needs Co-ordinator oversees the day to day operation of the SEND policy by: -

- Co-ordinating the provision made to children with or without SEND EHC (Education Health Care) plans and writing provision maps termly to reflect any changes in provision.
- Liaising with all teachers, head teacher, governors, non-teaching assistants, other professionals, support services and agencies and parents or carers.
- Working closely with class teachers, identifying and assessing children with SEND, providing guidance and advice to establish individual or learning programmes.
- Keeping a copy of Graduated Response Documentation/IEP's and maintaining a school register of children with any concerns or special needs.
- Ensuring colleagues are aware of developments in current practice, for example, parent partnerships, pupil participation and a right for children with SEND to be educated at a mainstream school.
- Managing and completing documentation for outside agencies and/or the LEA and following the guidelines/criteria in the new banding documentation with regards to any applications for additional funding.
- Maintaining good links with parents.
- Co-ordinating the use of resources, both human and material, linked to SEND.
- Writing and publicising a SEND information report annually.

The Class Teacher.

The class teacher is in the key position to observe responses and to recognise the child who is experiencing difficulties in learning, adapting or integrating and to try out different approaches or to differentiate the curriculum to help meet the child's needs. Progress in learning for all children is the responsibility of the class teacher.

The class teacher will: -

- Work closely with the SEND co-ordinator to assess priorities and areas of concern.
- Have clear learning objectives/targets for SEND pupils which are written on IEPs (Individual Education Plans).
- Differentiate class work appropriately.
- Use assessment to inform the next stage of learning.
- Consult with the SEND Co-ordinator, particularly if the teaching programme is not successful.
- Record names of children having extra support and keep information on skills acquired etc.
- Communicate regularly with parents and take account of the views of the child and their parents.

The role of the support agencies.

There are many agencies, which may be involved in the educational provision for a child depending upon its particular needs.

- The Advisory Service
- Special Needs Psychologist
- Educational Social Worker
- Parents
- Physiotherapist
- Occupational Therapist
- Audiometrician
- Speech and Language Therapist
- School doctor and nurse
- Pre-school support service
- CAMHS

Our school organisation for special needs:-

1. Identification
2. Assessment
3. Provision
4. Monitoring and evaluation
5. Re-assessment

Early identification is vital.

This usually involves: -

- Careful observation and recording.
- Consultation with other members of staff, teaching, non-teaching, SENDCO.
- Looking at the child in relation to the peer group.
- Listening to the child and setting realistic targets or goals.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. Differentiation takes place when work or tasks are broken down into smaller steps to aid progress and provide accurate indicators. Assessment focuses on the child's learning characteristics, the learning environment, the tasks and the teaching style.

Structure of response to Special Educational Needs.

At Helsby Hillside Primary School, we will adopt a graduated response through: -

- Element 1/level 1 funding
- Element 2/level 2 funding (from within SEND notational budget)
- Element 3/level 3 (top up funding)
- Education and Health Care Plans (EHCs)

Children having additional needs have the curriculum differentiated accordingly.

Level 1/Element 1

This is when individual targets are required because the child is not making adequate progress despite having an appropriately differentiated curriculum.

Level 2/Element 2

This relates broadly to children accessing Wave 3 support programmes within school and the involvement of outside agencies. The costs of individual intervention/support programmes are met from the SEND notational budget of school.

Level 2/Element 3

This involves school applying for additional top up funding from county to support the additional needs of an individual child.

EHC plans

This involves a formal plan for the child being written in conjunction with the LA, Health Services and Social Care. Parent and child statements are considered also. School funds some of the provision with top up again provided by county (ceiling limit applies).

Definitions of Adequate Progress.

Adequate progress can be defined in a number of ways:-

- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline but less than the majority of peers.
- Matches or betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement on self-help, social or personal skills.

The majority of children in school will not move past level 1 or 2 support.

The next stage is a request for funding for additional support or statutory assessment for an EHC plan and can be requested by the school, a parent or a referral by another agency.

This stage is only for a child who is demonstrating significant cause for concern and they must meet the specific criteria as specified in the banding documentation available to view on the CWAC local offer. A full range of evidence needs to be gathered from school and other professionals for the LEA. This will include:-

- Evidence of school's action whilst receiving level 1 or 2 funding.
- Copies of IEPs/ graduated response targets for the pupil.
- Records of regular reviews, outcomes, progress, etc.
- N/C standards of attainment.

- Educational and other assessments (Edu Psy/Specialist Support team).
- Copy of parent's and child's views.
- Involvement record and views of other professionals.
- Information and involvement by health or social services.
- Evidence of the extent school has followed professional and specialist advice.

EHC plans and children in receipt of element/level 3 top up funding

Progress against targets is reviewed annually.

Full information can be found in the Code of Practice available on line, on the CWAC local offer website or from the SENDCO/ Head teacher.

Organisation of classroom support.

Reception	:	Teacher – Miss S Jagota Support provided by Mrs K Williams (HLTA)
Year 1	:	Teacher – Mrs Potts/Mrs Flynn Support provided by Mrs K Evans (TA)
Year 2	:	Teacher – Mrs Fletcher-Curran/Mrs Porter Support provided by Mrs Porter (TA role)
Year 3	:	Teacher – Mrs Edwards Support provided by Mrs K Garnett (TA) and Mrs L Newton (TA)
Year 4	:	Teacher – Mrs Boudier/Mrs A Williams Support provided by Miss Leisa Hughes (TA)
Year 5	:	Teacher – Mrs Thomas Support provided by Mrs E Cooke (TA)
Year 6	:	Teacher – Mr Khan Support provided by Mrs G Gough (TA)

Monitoring of progress.

Assessment is based on the graduated response/IEP targets. Teachers are able to measure progress against the specific targets set.

SENCO updates and maintains individual progress sheets for all children with SEND and monitors progress made within the National Curriculum carefully.

Progress of SEND children as a whole group is monitored at all assessment times, this information is then forwarded to the Headteacher and discussed accordingly.

Children at Wave1 level of support and above will be assessed using formal reading, spelling and vocabulary tests. The results of such formal tests are summarised on Hillside Progress reviews. SENDCO and Class Teacher analyse progress reports and decide on further action.

Record Keeping

Class Teachers keep copies of any forms related to children in the class. The SENDCO also holds a copy of all Graduated Response documentation for all children with documented SEND, assessment information and any documentation involving outside agencies.

Reporting and Parental Involvement

All SEND children complete Personal Child Centred Profiles where they primarily outline their difficulties and have the opportunity to say what support they feel helps them.

Parents also have the opportunity to add information to this document.

Parents are consulted at every stage of the SEND code of practice. Often they will be assisting staff in working with their child at home. At parents' evenings progress towards targets on IEPs is discussed with new targets if appropriate, being set and discussed.

All parents however, have the opportunity to discuss their child's progress with the class teacher once a term. There will be other informal or formal opportunities when parents and teachers can liaise should either party feel it necessary.

Mrs Lynda Thomas
SENDCO
Reviewed September 2019
Next Review Date: 2022