

**HORSLEY WOODHOUSE
PRIMARY SCHOOL**

**SPECIAL EDUCATIONAL
NEEDS AND DISABILITIES
(SEND)
POLICY**

Special Educational Needs and Disabilities (SEND) Policy

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEN Code of Practice 2014

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies which are available to view on our website or a copy may be requested from our school office.

Linked Policies:

Complaints Policy

Homework Policy

Equalities Policy

Safeguarding Policy

Behaviour Policy

Definition of SEN

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 him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

(a) Has a significantly greater difficulty in learning than the majority of others of the same age; or

(b) 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 schools or mainstream post-16 institutions. *SEN Code of Practice (2014, p 4)*

Definition of Disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – 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 definition provides a relatively low threshold and includes more children than many

realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2014, p5)*

1) The kinds of special educational need for which provision is made at our school

At Horsley Woodhouse Primary School, we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan. For instance: dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that such needs can be met.

Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care Plan are made by the Local Authority.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2) Information about the policy for identification and assessment of pupils with SEN

At Horsley Woodhouse Primary School, we monitor the progress of all pupils three times a year to review their academic progress. We also use a range of assessments with pupils at various points during the year.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are 1:1 tutoring, booster groups.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At Horsley Woodhouse Primary School, we have access to external advisors who are able to use the additional assessment tools.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEND support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally provided.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it), we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs. When any amendment in identification of SEN, is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

3) Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including:

3a) How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEND support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEND Code of Practice (2014, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

3b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at Horsley Woodhouse Primary School are detailed in section 2. Using these, it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

3c) The school's approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

SEND Code of Practice (2014, 6.37)

In Horsley Woodhouse Primary School, the quality of teaching is judged to be good in our last Ofsted inspection and the school is working hard to improve this to outstanding.

3d) How the school adapts the curriculum and learning environment for pupils with special educational needs

At Horsley Woodhouse Primary School, we adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Governors have recently appointed Mrs A Chilton as our new Special Educational Needs & Disabilities Governor to oversee and further develop this area of our provision.

3e) Additional support for learning that is available to pupils with special educational needs

As part of our budget we receive 'notional SEND funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer will be provided our provision map. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £9000 per year of resource for pupils with high needs and above that amount the Local Authority should provide top up to the school. Derbyshire County Council's Local Offer <http://www.derbyshiresendlocaloffer.org/> provides further information about this.

3f) how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at Horsley Woodhouse Primary School are available to pupils with special educational needs either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

3g) Support that is available for improving the emotional and social development of pupils with special educational needs

At Horsley Woodhouse Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching, for instance through PSHCE and Collective Worship, and indirectly with every conversation adults have with pupils throughout the day.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

4) The name and contact details of the school SEND Co-ordinators

The SENDCO at Horsley Woodhouse Primary School is:

Sarah Gent who is a qualified teacher on the Upper Pay Spine, and who will be working towards accreditation by the National Award for SEN Co-ordination in 2016. Mrs Gent is a member of the school's Senior Leadership Team.

Mrs Gent is available via the school office on 01332 880403

or via email at: info@horsleywoodhouse.derbyshire.sch.uk

5) Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

Where a training need is identified we will find a provider who is able to deliver it. Training providers we can approach include: SSEN, Educational Psychologist, Speech and Language therapist, Occupational therapists, physiotherapist, dyslexia specialists, and Derbyshire County Council Training. The cost of training is covered by the notional SEND funding.

6) Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEND funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the Derbyshire County Council SEND team.

7) The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Horsley Woodhouse Primary School are invited to discuss the progress of their children on 3 occasions per year and receive a written report at the end of each year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils may access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated.

If, following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents and the pupil concerned will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils and the child with a statement of SEND / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8) The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

9) The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal complaints procedure at Horsley Woodhouse Primary School is also used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns in the first instance with the class teacher. The escalation path set out should the matter not be resolved after contact with the class teacher is as follows:

The appropriate SENDCO (see above),

Head Teacher, Mrs Liz Peach

SEND Governor, Mrs Alison Chilton

If the matter remains unresolved a formal complaint can then be made to the Joint Chairs of the governing body, Mr Mark Andrews and Mr Stan Yeomans

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to:

- the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or
- to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN/ Educational Health and Care Plan, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10) How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following bodies:-

- A Service Level Agreement with Educational Psychology service for 2 meetings per year
- Access to the Local Authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupils with a requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Derbyshire County Council SEND Team

11) The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

Derby and Derbyshire Parent Partnership Service (DDPPS) provides free, impartial, confidential, advice, support and options around educational issues for parents who have

children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted at:

Organisation address:

C/o Chesterfield Register Office
New Beetwell Street
Chesterfield
Derbyshire
S40 1QJ

Telephone number: 01629 533660

Email address: parent.partnership@derbyshire.gov.uk

Website:

http://www.derbyshire.gov.uk/social_health/adult_care_and_wellbeing/caring_for_someone/carers_under_eighteen/Details.asp?ServiceID=1259

12) The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Horsley Woodhouse Primary School, we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer to us as seamless as possible. A number of visits are in place to support pupils in gaining familiarity and confidence about their imminent arrival at our school.

We also operate an excellent transition programme (particularly with our local feeder schools, Heanor Gate and John Flamsteed) for pupils' onward journey to their secondary setting including meeting with Secondary team leaders to discuss each individual pupil in detail. Pupils benefit from several visits to their key stage 3 setting during their final term at Horsley Woodhouse Primary School, with the opportunity for additional visits and meetings for those (including pupils with SEND) whom it is felt require further reassurance.

13 Information on where the local authority's local offer is published.

The local authority's local offer is published on:

<http://www.derbyshiresendlocaloffer.org/>

Parents without internet access should make an appointment with the school's relevant SENDCO for support to gain the information they require.