



Acklam Whin Primary School

Special Educational Needs and Disabilities Policy

Reviewed: January 2019

Agreed by Governors: January 2019

Acklam Whin Primary School Special Educational Needs and Disabilities Policy 2019

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Section 1: Aims and Definition of SEND

At Acklam Whin there is a commitment to high achievement and to providing all children with a quality education, appropriate to their individual needs.

“...always a chance for everyone”

Our objectives are:

1. To identify and provide appropriate support for pupils who have SEND
2. To work within the guidance provided by the SEND Code of Practice 2014
3. To provide an environment whereby a child has the opportunity to make progress academically, socially and physically whatever their ability, gender, ethnic origin, social background or disability by having access to a broad, balanced, relevant and differentiated curriculum with high expectations.
4. To enable all individuals to achieve by actively creating a support structure, involving children in their learning and promoting positive partnerships with parents.

As outlined in the SEND Code of Practice 2014:

All children and young people are entitled to an education that enable them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives

Children have Special Educational Needs or Disabilities where their learning difficulty or disability calls for special educational provision, namely provision which is additional to or different from that which is generally available to children of the same age and is within the four broad areas of need:

- communication and interaction
- cognition and learning
- social, emotional or mental health
- sensory and/or physical

A child will not be regarded as having a learning difficulty solely because the language of the home differs from the language in which he or she is taught. However, it may be that in the short-term children with little knowledge of English will need extra support to enable them to develop functional use of the language. If a child is experiencing difficulties which appear to more than language based, then school will follow the graduated SEND approach as detailed later in the policy and may arrange for further assessments to be carried out, in discussion with parents.

Section 2: Roles and Responsibilities: The Inclusion Team, SENDCo Role, SEND Governor and Head Teacher

In our school we feel that our Inclusion Team approach is the most effective way that we can ensure that the needs of our children are met.

The **Inclusion Team** is currently comprised of the following members.

- **Miss D. Tarran: Designated SENDCo** (NASC Award).: responsible for **Special Educational Needs and Disabilities** through the operation of the Special Educational Needs Code of Practice.
- **Miss R. McMaster, Assistant Head Teacher:** responsible for pastoral monitoring of children with **Behaviour, Physical and Health Needs** through the Special Educational Needs Code of Practice.
- **Mrs J. Short:** Designated Teacher: responsible for **Looked After Children, Child Protection and Attendance and Pupil and Parental Engagement.**
- **Mr. D. Gamble, Head Teacher:** responsible for issues directly relating to **Attendance, Ethnic Minority support and Racial Equality and Incident Monitoring**, and, of course, the overall functioning of the Inclusion Team.
- **Suzie Prince, Deputy Head Teacher:** Responsible for overall school assessment, (responsible for looked after children and child protection whilst Jodie Short is on maternity leave)
- **Mr A. Laughton:** SEND governor

The Role of the Designated SENDCo

The Inclusion Team form a significant part of the Strategic Leadership Team of the school and are able to represent SEND in all decision making and strategic planning. The SENDCo for Acklam Whin Primary School is **Miss D. Tarran**.

The SENDCo will:

- Work in conjunction with staff to identify and monitor children with SEND
- Work in conjunction with staff to co-ordinate provision and manage any support staff
- Oversee the SEND records of all children on the school's SEND register
- Arrange for further assessment and/or the involvement of external agencies as appropriate
- Liaise with external agencies e.g. Educational Psychologist alongside parents and staff
- Work closely with parents, together with the class teacher and Team Leader, as appropriate;
- Work with the Inclusion Team to monitor and evaluate SEND practices and procedures and outcomes for children including identifying areas for improvement; drawing together a whole school picture of the effectiveness of school practice;

The Designated SENDCO has appropriate non-contact time.

The Responsibilities of the Head Teacher and Designated SEND Governor

The Head Teacher and SEND Governor will:

- support the team in carrying out their work to a high standard;
- promote high expectations and monitor and evaluate the quality of teaching, learning, attainment and progress;
- ensure that SEND allocation in the budget enables, as far as possible, the team to meet its objectives and by doing so raise standards in the classroom;
- ensure commonality of practice in line with school policy.

Section 3: Identification, Assessment and Provision for all pupils with SEND

In the continuous cycle of planning, teaching and assessment, teachers and support staff make regular judgements about children's performance and progress in relation to national and school expectations. These judgements are regularly discussed within Team Meetings and Pupil Progress Reviews, with the Head Teacher. There should not be an assumption that all children progress at the same rate, a judgement has to be made in each case as to what is reasonable for each child to achieve. Where progress is deemed as not adequate it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Each class teacher has responsibility for the educational and pastoral care of the children within his/her class. The class teacher, therefore, is usually the first person to identify the child who is not making adequate progress. The importance of the class teacher in identifying a concern and responding to that concern is paramount.

We also identify SEND through:

- information gathered directly from parents
- data gathered from in school assessments
- recommendations from other professionals and external agencies

In line with the Special Educational Needs Code of Practice 2014, our school employs a graduated approach to implementing provision for pupils identified as having Special Educational Needs and Disabilities. At all stages of the process, pupils and their parents will be encouraged to fully participate and support the provision, progress and outcomes for their child. This graduated approach has four stages which form a cycle: assess, plan, do, review.

Section 4: Levels of Identification of SEND

Level	Triggers	Process
Pre Code of Practice Monitoring/Vulnerable Pupil	<p>Teachers' or others' concern, underpinned by evidence from monitoring (Assess, Plan, Do, Review cycle), about a child who, despite receiving differential learning opportunities, makes little or no progress over an identified period of time.</p> <p>Discussions held at Team Meetings and Pupil Progress Reviews</p>	<ul style="list-style-type: none"> • Areas of need will be established by Class Teacher/Team • Advice from SENDCo/Inclusion team sought if necessary • Discussions with parents • Further teaching strategies and differentiation of the curriculum will be initiated through Quality First Teaching • Wave 1 support • Short term Wave 2 support
SEN Support	<p>After a period of monitoring (Assess, Plan, Do, Review cycle), if a child:</p> <ul style="list-style-type: none"> • continues to make little or no progress over a longer period despite Quality First Teaching and targeted Wave 1 interventions • is working at curriculum levels substantially below that expected of a child of similar age • has sensory and/or physical needs and requires specialist equipment or regular advice or support from a specialist service • has on-going social, emotional or mental health needs which cause substantial barriers to learning • has on-going communication and interaction difficulties which cause substantial barriers to learning 	<ul style="list-style-type: none"> • Discussion with SENDCo/Inclusion Team • Further discussion with parents and pupil using SEND Tracker document to track progress. • Child added to school's SEND register. • Specific, targeted support will be initiated and the monitoring of progress (Assess, Plan, Do, Review Cycle) recorded on an individual SEND tracker. • Further assessments may be arranged. • Referral to external agencies may take place in liaison with parents e.g. Educational Psychologist • Wave 2/3 support as appropriate.
SEN Support - Higher Needs	<p>As above but where the child's complex needs require significant additional support to enable them to access the curriculum and environment of a mainstream school, as outlined by Middlesbrough LEA Higher Needs Funding Matrix.</p>	<ul style="list-style-type: none"> • SENDCo will work in conjunction with relevant staff, parents/carers and external agencies to collect evidence to support an application for Higher Needs Funding. • A Higher Needs Funding application will be submitted to Middlesbrough LEA SEN Support Team. Currently, this takes place on a bi-annual basis.
Education, Health, Care Plan (EHCP)	<p>If a child:</p> <ul style="list-style-type: none"> • continues to make little or no progress in relation to specific targets. • continues to work at curriculum levels substantially below national and school expectations • requires specialist equipment or regular specialist support • has significant and complex needs which continue to cause substantial barriers to their progress within the four broad areas of need • may need access to a more suitable educational setting <p>It may be decided, in discussion with parents and multi-agency meeting that there is a need to apply for an EHCP assessment.</p>	<ul style="list-style-type: none"> • SENDCo will work in conjunction with relevant staff, parents/carers and external agencies to collect evidence to support an application for an EHCP assessment and also put in place a SEN Support plan using the LEA document. • SENDCo will work in conjunction with staff, pupil, parents and external agencies to follow the EHCP assessment pathway.

Section 5: Children with Education Health Care Plans (EHCP)

Where the Inclusion Team makes referral for an EHCP assessment to the LEA, the child will have demonstrated significant cause for concern. Parents will be consulted as part of an on-going dialogue. The EHCP Pathway will be followed (**See Appendix 1**) and school will put in place the recommendations which are agreed to using a SEN Support plan to record agreed desired outcomes and provision for the child. Children with an EHCP will have an annual review meeting where all stakeholders will be invited to attend and review the EHCP. At the review of Year 5 pupils, provision required at the secondary phase should be considered. The SENDCo of the receiving secondary school should be invited to the final review in primary school.

Section 6: Levels of Support within School

Within our school, each year group has the capacity to organise support and differentiation flexibly in response to pupils' needs. Work is clearly differentiated and groups are supported at appropriate levels to provide the opportunity to succeed while still ensuring challenge and high expectations. As shown below, are examples of a number of strategies that are used throughout the school to provide different levels of additional support and differentiation as need arises. The impact of this support and differentiation is monitored by the class teacher and teaching teams and by the SENDCo/Inclusion Team as appropriate.

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<p>Quality First Teaching Wave 1 Support</p>	<p>Regular in-class support from an adult Differentiated curriculum/resources/activities within class Small group English/Maths Support BLAST Talk Boost Short Term Handwriting Support Speech and Language Therapy Service Speech and Language Support Assistant In School Inclusion Support Behaviour Support</p>
<p>Wave 2 Support Usually small group or individual support for an identified time period.</p>	<p>The Bungalow Project Play Therapy Higher level of In School Inclusion Support Numbers Count FFT Wave 3 Better Reading Toe by Toe Word Hornet/Word Wasp Direct Phonics Short term 1:1 boost focused on specific targets Additional English/Maths Support focused on specific targets Longer term T Rescue support Outreach Support REACH Speech and Language Therapy Service-Specialist Therapist SENDCo/Inclusion Team Support Cleveland Unit/Inclusion support</p>
<p>Wave 3 Support Usually additional individual support for an identified time period and/or the involvement of outside agencies.</p>	<p>Additional targeted support as in Wave 2 support CAMHS SENDCo/Inclusion Team Support Occupational Therapy Educational Psychologist Overfields Speech and Language Hearing/Visual Services Holmwood/Beverly Outreach Early Years Support Service Outreach</p>

Additional to learning targets which are set for all children, pupils identified on the school's SEND register have additional targets and support tracked using the schools SEND Support Tracker. These documents are managed by the class teacher and are regularly updated in liaison with any adults who work with the pupil. In addition to ongoing dialogue and involvement, termly reviews are also conducted with the pupil, as appropriate, and parents/carers. Key points of these discussion are also recorded as part of the SEND Tracker. This provides an opportunity for all stakeholders to review progress and identify next steps. The SENDCo and Assistant SENDCo also reviews these documents. All SEND documents are stored securely electronically and as a hard copy, as appropriate, access to which is via the Inclusion Team.

Section 7: External Support Agencies

The Inclusion Team can arrange for consultation with a specialist or external agency if deemed appropriate and with parent/carer consent. These may include:

- The Local Authority SEN Team
- Educational Psychologist

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- Specialist teacher in English and Maths assessments.
- Speech and Language
- Specialist teachers
- Occupational Therapy
- Physiotherapists
- Behaviour Support
- Parental Support Advisor
- Child and Adolescent Mental Health Service (CAMHS)
- The Bungalow Project
- Forget Me Not – bereavement support
- Hearing Impaired Service
- Children’s Service for the Visually Impaired
- The Cleveland Unit
- Beverley School
- Holmwood School
- School Nurse
- REACH

These external agencies should advise staff about targets, provide specialist assessments and advice regarding the use of new or specialist strategies and materials. They may also work with individuals or groups to support their learning and development. Parents/carers will be fully informed about any assessment outcomes or programmes of support that are put in place. Strategies to support their child’s need at home will also be shared and supported by the specialist or school.

When external agencies are involved in within-class support or withdrawal, as determined by the Inclusion Team/SENDCO and class teacher in co-operation with the agency involved, every effort will be made to make their support as effective as possible.

Section 8: Supporting pupils with Medical Conditions

At our school we recognise that pupils at our school with medical conditions should be properly supported so that they have full access to education, including educational visits and physical education. Some children with medical conditions may be disabled and where this is the case, school will comply with its duties under the Equality Act 2010.

Section 9: Supporting pupils with Disabilities

At our school we recognise that not all children with disabilities have SEN, many pupils will learn alongside their peers with little need for extra resources beyond that of specialist equipment such as a hearing aid, use of visual aid equipment, a wheelchair etc. Teaching teams will take action in their planning to ensure that these children are enabled to participate as a fully as possible in the curriculum and assessment arrangements within our school. Acklam Whin is a fully accessible school. Please see our Accessibility Policy for further details.

Section 10: Transfer arrangements and links with Secondary Schools

The majority of our children feed into Acklam Grange School and Macmillan Secondary Schools. During the Summer Term SEND staff from the secondary schools meet Y6 teachers and discuss children’s needs and any transfer information. SEND files are transferred towards the end of the Summer Term. Additional SEND transfer meetings can be arranged between parents and the secondary school with support from the SENDCO or Y6 team if necessary. Relevant staff from the secondary school will be invited to attend any annual review meetings for Y6 children with EHCP.

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For further information regarding transition between year groups within school, please see our School Information Report. Accessible on the school website.

Section 11: Training

Professional development for all staff at Acklam Whin is an ongoing priority and all staff are expected to ensure their continual development in all areas including supporting children with SEND. In addition to regular whole staff training and development, specific training is identified as need arises. This is aimed at relevant staff members with an expectation that they share their learning to support the development of others. The SENDCo or relevant member of the Inclusion Team will keep staff updated with any policy and procedure changes concerning SEND. For further details regarding recent or planned staff development regarding SEND, please see our School Information Report. Accessible on the school website.

Section 12: Partnerships with Parents and Carers

As previously mentioned, our school believes in the importance of building a positive, effective relationship with parents and carers and will endeavor to:

- Provide clear, accurate information regarding a child's SEND and the purpose and outcomes of any assessment, targets or additional support.
- Ensure that parents are provided with the opportunity to be partners in their child's progress via their discussions with the class teacher and, where appropriate the SENDCo or relevant member of the Inclusion Team.
- Inform and gain consent from parents before involving any external agencies for additional advice or assessment.
- Outline provision in the School Information Report. Accessible on the school website.

Section 13: Monitoring and Evaluating

The SENDCo and Inclusion Team evaluate the school's SEND provision on a regular basis as part of on-going practice and the School Improvement Plan. SEND updates are an ongoing part of our Senior Leadership Team Meeting Agenda, providing regular opportunities for review and discussion. The Designated Governor is kept informed about SEND developments, policies and procedures via governing body meetings as well as ongoing dialogue with members of the Inclusion Team.

The SENDCo has appropriate release time to allow for monitoring and evaluating provision, supporting staff and pupils and talking to children about their progress.

The progress of each child on the SEND Register is tracked termly to both analyse the progress of individual children and to look at progress across the entire school. Class teachers have a key role in monitoring the progress and achievement of all children.

Section 14: Arrangements for considering complaints about special educational provision within school

Initially these should be referred to the class teacher and/or Team Leader and a meeting will be arranged to discuss the issues.

Depending on the outcome of this meeting, referral would be made to the Designated SENDCo or relevant member of the Inclusion Team.

If the issue cannot be resolved, the parent would be informed of the name of the governor with the responsibility for monitoring the SEND policy and the name of the LEA identified/nominated persons who could help them deal with their issues.

As we aim to ensure that parents/carers and child are fully involved in the whole process of progress and achievement and are aware of how vital we feel their contribution to this process is, we hope that we can resolve any difficulties or complaints within the school.

Section 15: Success and Review of the Policy

The success of this policy can be judged by:

- Pupils with SEND are assessed using the school's Pupil Tracking Assessment Profile.
- The achievement of pupils against their individual targets.
- Pupils, where appropriate, and parents are involved in setting and reviewing their targets.
- The Designated SENDCo's evidence of monitoring and evaluating the school's policies and procedures.

This policy is reviewed annually by the SENDCo, Inclusion Team and Governing Body.

Appendix 1: EHCP Pathway

EDUCATION HEALTH & CARE PLAN [EHCP] PATHWAY

