



# Old Hill Primary School

## Special Educational Needs and Disabilities Policy September 2021

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**SENDCo**

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**Approved by Governors** Date \_\_\_\_\_

**Signed by Chair of Governors** \_\_\_\_\_

**Head Teacher**  
**Mrs S Fenby** \_\_\_\_\_ **Date** \_\_\_\_\_

**Old Hill Primary School**  
**Special Educational Needs Policy**

**Principles and objectives**

**What is meant by Special Educational Needs?**

Children who have Special Educational Needs are seen as those for whom, at any time in their school careers, either on a permanent or temporary basis, certain adaptation has to be made in order for them to be taught to the extent of their potential. These adaptations may relate to: pace, classroom organisation, support or the curriculum content normally delivered and relate to academic, physical, sensory, social and emotional concerns. The continuation of needs will be met by a continuum of provision within our school.

We strive to create a sense of community for all our pupils and have an inclusive ethos with high expectations and suitable targets enabling access to a broad and balanced curriculum.

**Principles**

This Special Education Needs policy details how Old Hill Primary School will do its best to ensure that the necessary provision is made for any pupil who has Special Educational Needs and how those needs are made clear to all who are likely to teach him/her. The school will do its best to ensure that all teachers in the school are able to identify and provide for those pupils who have Special Educational Needs.

Children with Special Educational Needs will be offered full access to a broad, balanced and relevant education. The school will encourage pupils with Special Educational Needs to join in the activities of the school together with pupils who do not have Special Educational Needs, so far as reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

In Old Hill Primary School, the views of the child will be sought and taken into account in decision making wherever possible. Children often have an exclusive knowledge of their own needs and from this they will have views about what sort of help is most useful to them. Participation will reflect the child's evolving level of maturity.

We recognise the vital role parents play in supporting their child's education. Creating partnerships with parents is vital as they hold key information, and all staff will actively seek to work with parents.

**Our objectives are:**

- ❖ To enable class teachers to realise their responsibility for the children with Special Educational Needs in class and build on the class teachers' knowledge of those children, thus improving teaching and learning
- ❖ To maintain a positive outlook throughout the school and boost children's self-image through encouragement, praise and positive teacher expectation
- ❖ To identify and assess the individual needs of all children and provide an appropriate curriculum that is broad and balanced
- ❖ To be aware that any pupil at some stage in their education may have additional needs
- ❖ To promote self-worth and enthusiasm by encouraging independent learning
- ❖ To be aware that every child is entitled to a sense of achievement
- ❖ To identify pupils as early as possible who will need extra support/resources
- ❖ To work in partnership with the child's parents and other external professional agencies to provide for the child's individual needs

### Procedure to meet the objectives:

- ❖ To ensure that there is early identification, assessment and provision using preschool assessment information and baseline assessment
- ❖ To use information gathered from assessment to create Provision Maps for an individual or a group to meet pupil needs, when additional and different arrangements are needed beyond the existing scaffolding within normal activities in the classroom
- ❖ To monitor pupil progress in terms of the effectiveness of interventions
- ❖ To involve pupils and parents in the review of the progress
- ❖ To ensure the curriculum is planned to cater for the less able as well as the exceptionally able child, through the use of Provision Maps, with the use of scaffolding in the classroom and individual or group teaching
- ❖ To ensure that all activities are delivered within a supportive, positive ethos through carefully considered and structured programmes of work
- ❖ To ensure that equal opportunity exists for all pupils to receive appropriate support and access to a broad and balanced curriculum
- ❖ To keep records of children's academic progress and social development
- ❖ To review children's progress through careful monitoring and assessment and discussion throughout
- ❖ To keep all interested parties, including parents, informed at all times of action taken and subsequent results, thus avoiding undue anxiety or misunderstanding
- ❖ To provide opportunities for staff to further their knowledge, expertise or techniques in relation to the teaching of SEND, through INSET or shared experiences
- ❖ To reflect upon and review our procedures and outcomes at regular intervals and move forward to address any questions arising from such reflection

### Roles and responsibilities

The named person responsible for coordinating Special Educational Needs at Old Hill Primary School is **Mrs Laura Moore**

#### SENDCo's role in the management and organisation of SEND provision

- ❖ Coordinates formulation and production of policy
- ❖ Oversees day to day operation of policy
- ❖ Ensures effective information regarding policy is provided to staff
- ❖ Maintains school's SEND register and oversees the records on all pupils with Special Educational Needs; ensuring the accurate, dated recording of all steps taken is maintained
- ❖ Liaises with and advises fellow staff to offer help in the identification of a child with Special Educational Needs and subsequent assessment
- ❖ Coordinates provision for children with Special Educational Needs
- ❖ Discusses with class teachers the modification of learning materials, appropriate teaching methods and curriculum and the adoption of special strategies
- ❖ Helps and advises staff in collecting and using relevant materials; supporting teachers in monitoring pupils' progress
- ❖ Liaises with parents of children with Special Educational Needs and offers help and support in the recognition of their child's special needs
- ❖ Contributes to the in-service training of staff
- ❖ Determines (alongside teachers and key workers) which intervention is to be put in place on a regular basis
- ❖ Supports timetabling of staff to work with children
- ❖ Supports staff in the organisation and review of provision (if requested)
- ❖ Monitors regularly
- ❖ Liaises with external agencies
- ❖ Liaises with the governors
- ❖ Keeps Head Teacher informed

### Head Teacher's role

- ❖ Determines school policy with staff and governors
- ❖ Determines staffing and funding arrangements with governors
- ❖ Manages quality provision
- ❖ Ensures confidentiality of information as appropriate
- ❖ Continued responsibility during Education, Health and Care Plan (EHC Plan) procedures
- ❖ Ensures governing body is informed on SEND issues

### Class Teachers' role

- ❖ Must have an awareness of the needs of all their pupils and deliver an appropriately differentiated curriculum to cater for their needs. They have overall responsibility for ensuring the progress of SEND children
- ❖ Raise a concern/request a child be placed on the school SEND register, if appropriate
- ❖ Responsible for gathering initial information after raising a concern
- ❖ Assist with the implementation of Provision Maps and Individual Outcomes
- ❖ Liaise with the SENDCO regarding all children with Special Educational Needs
- ❖ Be involved in reviewing and writing new Provision Maps/Individual Outcomes Sheets on a regular basis for pupils receiving intervention
- ❖ Ensure that whatever is taught in interventions is reinforced within the classroom
- ❖ Ensure that pupils are aware of and that they have a clear understanding of what they are to achieve
- ❖ Plan and work with non-teaching staff to ensure quality practice and support for children with Special Educational Needs
- ❖ Work with and support SEND children regularly in English and Maths lessons
- ❖ Keep parents informed

### Governors' role

- ❖ Determine school policy with Head Teacher and staff and evaluate the success of the education, which is provided in the school, for pupils with Special Educational Needs
- ❖ Determine staffing and funding arrangements for pupils with Special Educational Needs
- ❖ Must have regard to the Special Educational Needs Code of Practice
- ❖ Secure appropriate provision
- ❖ Meet with SENDCO to be kept up to date with SEND provision in school and to monitor the quality of such provision

### Admissions

Pupils with Special Educational Needs but without EHC Plans will be treated as fairly as all other applicants for admission. Admission authorities must consider applications from parents of children with Special Educational Needs but with no EHC plan on the basis of the school's published admissions criteria.

Parents are invited to speak to the staff about any concerns when the child is admitted. If a new pupil has been identified as having Special Educational Needs they are not treated differently from any other admission.

## **Facilities for pupils with Special Educational Needs/Disability**

We are able to offer education to pupils who may have a disability as we have suitable access and disabled toilets on both levels of the school.

Old Hill Primary supports the statutory guidelines and in line with the Equality Act 2010, the school has an accessibility plan. Since September 2002, the governing body has three key duties towards disabled pupils, under Part 4 of the Disability and Discrimination Act.

Old Hill Primary School supports the statements made and our aims are:

- ❖ to prevent the bullying of disabled children and adults because of their disabilities
- ❖ to ensure that disabled children and adults have equal opportunities in life
- ❖ to prevent discrimination against disabled children and adults
- ❖ to promote positive views of disabled children and adults
- ❖ to encourage children and adults with disabilities to take part in all activities in everyday life
- ❖ to treat disabled pupils more favourably than non-disabled pupils when necessary (2010 Equality Act)

Pupils, parents and staff at Old Hill Primary School will not be discriminated against on grounds of gender, marital status, race, ethnic origin, colour, nationality, national origin, disability, sexuality, religion or age.

All pupils, staff and parents at Old Hill Primary School will not be discriminated against regardless of their age, race, sex, gender or disability

## **Identification, assessment and Review**

At Old Hill Primary School, the usual continuous cycle of planning, teaching, assessment and review for all pupils takes into account the wide range of abilities, aptitudes and interests of all children and allows for the majority to learn and progress.

Children are referred to the SENDCO by the class teacher, head teacher or following information received from a child's previous school.

Clear procedures for identification are:

- ❖ Previous teaching records
- ❖ Current teaching records
- ❖ Annual screening
- ❖ Key Stage SATs results
- ❖ School assessments (Salford, reading fluency, maths fluency, maths assessments, phonic assessments)
- ❖ Teacher assessments and observations
- ❖ Information from parents
- ❖ Staff discussion with SENDCO and other colleagues
- ❖ Children entering school mid-year will be assessed and identified during professional meetings and conversations if the teacher has concerns

For pupils with Special Educational Needs, the above process will need to be supplemented by providing more:

- ❖ Detailed monitoring and Provision Maps including reviews
- ❖ Specialist expertise
- ❖ Opportunities for pupils and parents to be involved
- ❖ Planning for the individual
- ❖ Frequent and detailed reviews of progress

## Additional SEN Support

The triggers for intervention initially will be concern, underpinned by evidence that a child, despite receiving differentiated learning opportunities, is making:

- ❖ 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 mathematical skills which result in poor attainment in some curriculum areas
- ❖ Presents persistent social, emotional or mental health difficulties which are not ameliorated by the school's usual behavioural management techniques
- ❖ Has sensory or physical problems and continues to make little progress despite the provision of specialist equipment
- ❖ Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum

## Provision

- ❖ When a teacher identifies that a pupil has Special Educational Needs, the teacher, in consultation with the SENDCo and the parents, makes the decision to provide additional SEN support. The teachers will devise/implement interventions that are **additional to or different from** those provided as part of the school's usual curriculum. The teacher will remain responsible for working with the child on a daily basis and for planning, delivering and assessing an individualised programme. A Provision Map/ Individual Outcomes will be written and the SENDCo will advise on the course of action to be taken. The SENDCo will monitor the impact of the interventions when assessments and relevant meetings have taken place and Provision Maps/Individual Outcomes have been reviewed. The Provision Maps/Individual Outcomes will be reviewed regularly. A new individualised programme will be devised as appropriate.

**If the pupil continues to make little or no progress, this will be discussed with teachers, SENDCo and parents. A decision may be taken that a referral should be made to the relevant external agency.**

## Involving external agencies

The triggers for intervention will be that despite receiving individualised support, the child:

- ❖ Continues to make little or no progress in specific areas over a long period
- ❖ Continues working at National Curriculum expectations substantially below that expected of children of similar age
- ❖ Continues to have difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- ❖ Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group despite having an individualised behavioural management programme
- ❖ Has sensory or physical problems and requires specialist equipment or regular advice/visits by a specialist service
- ❖ Has on going communication and/or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

## Provision

The SENDCo and teacher, in consultation with parents, will seek help from external agencies. The teacher and SENDCo will ask for advice or support from outside specialists. **Additional or different** strategies to those previously tried are put in place. The SENDCo will take the lead in:

- ❖ Any further assessment
- ❖ Planning future interventions for the child in discussion with colleagues
- ❖ Monitoring and reviewing the action taken
- ❖ Liaising with outside agencies

**If the pupil continues to make little or no progress, this will be discussed with teachers, SENDCo and parents at each review of the child's SEND Meeting. In severe and complex cases, a decision may be taken that a referral should be made to the Local Authority for an Education, Health and Care Needs assessment.**

### **Curriculum**

Emphasis is placed on supporting pupils within the National Curriculum. All pupils will receive a broad and balanced curriculum relevant to their individual needs. Teachers are responsible for:

- ❖ Setting suitable learning challenges
- ❖ Responding to pupils' diverse learning needs
- ❖ Overcoming barriers to learning

The National Curriculum guidance also sets out how these principles can be translated into appropriate strategies for pupils with Special Educational Needs by:

- ❖ Ensuring there are no barriers to every pupil achieving
- ❖ Planning so pupils with special educational needs and disabilities are able to study the full National Curriculum
- ❖ Providing access to specialist equipment and use different approaches where necessary

### **Inclusion**

#### **Principles of inclusive education**

- ❖ Inclusion is a process by which schools, Local Authorities and others develop their cultures, policies and practices to include pupils
- ❖ With the right training, strategies and support, nearly all children with Special Educational Needs can successfully be included in mainstream education
- ❖ An inclusive education service offers excellence and choice and incorporates the views of parents and children
- ❖ The interest of all pupils must be safeguarded
- ❖ Schools, Local Authorities and others should seek to remove barriers to learning and participation
- ❖ All children should have access to an appropriate education that affords them the opportunity to achieve their personal potential
- ❖ Mainstream education will not always be right for every child all of the time. Equally, just because mainstream education may not be right at a particular stage it does not prevent the child from being included successfully at a later stage

### **In-Service Training and Continuing Professional Development (INSET/CPD)**

Inset and CPD details are more fully described in the School Improvement Plan

## **External Support**

Permission is requested from parents when the school deems it necessary to consult outside agencies for the benefit of the pupil. External agencies may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the pupil directly.

Sources of external agency support in Old Hill Primary School are:

- ❖ Learning Support Service
- ❖ Educational Psychology Service
- ❖ Speech and Language Therapy Service
- ❖ Occupational Therapy Service
- ❖ Physical and Sensory Support Service
- ❖ Attendance and Prosecution Service
- ❖ Behaviour Support Service
- ❖ School Health Team
- ❖ Child and Adolescent Mental Health Service (CAMHS)
- ❖ Looked after Children Education (LACE)
- ❖ Early Help Team
- ❖ Sandwell Children's Trust
- ❖ Children's Centres
- ❖ Looking Forward (children's counselling service)
- ❖ Health Visiting Team
- ❖ Youth Team
- ❖ DECCA
- ❖ Local PCSO
- ❖ Sandwell Young Carers
- ❖ Life Central Church
- ❖ Phase Trust
- ❖ Black Country Women's Aid
- ❖ BEAM
- ❖ Rowley COG
- ❖ Holy Trinity Church

## **Parents Role**

All staff will actively work with parents of pupils with Special Educational Needs to enable and empower them to:

- ❖ Understand the Special Educational Needs framework
- ❖ Be informed of school-based response to their child's Special Educational Needs
- ❖ Have knowledge of their child's entitlement within the Special Educational Needs framework
- ❖ Make their views known
- ❖ Have access to information, advice and support
- ❖ Recognise and fulfil their responsibilities

Parents must always be informed when a teacher first identifies that a child has Special Educational Needs.

At Old Hill Primary School, we endeavour to communicate positively with parents by:

- ❖ Using parental knowledge of the child
- ❖ Focusing on the child's strengths as well as areas of weakness
- ❖ Ensuring parents understand the procedures

- ❖ Respecting differing perspectives and seeking constructive ways of reconciling different viewpoints
- ❖ Respecting the differing needs of the parents
- ❖ Recognising the need for flexibility in timing and structure of meeting

We will always seek parental permission before making a referral to other agencies for support for their child. Where parents do not wish to have their details passed on to third parties, their wishes will be respected.

### **Transition Arrangements**

The following additional information and documentation is forwarded by the SENDCo to the receiving school:

- ❖ Provision Maps/Individual Outcomes (where appropriate)
- ❖ Reviews of Provision Maps/Individual Outcomes (where appropriate)
- ❖ EHC Plans
- ❖ Assessment details
- ❖ Reports from external agencies

For pupils with an EHC Plan, a transition review will take the place of the annual review in year 5 or early in year 6. This review aims to give clear recommendations as to the type of provision the child will require in future years. The child's EHC Plan can then be amended appropriately.

**This policy was reviewed in October 2021. It will be reviewed again in September 2022.**