

Awbridge Primary School

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Awbridge Primary School is an inclusive, mainstream school. We are a small village school with 5 mixed age classes, on the outskirts of Romsey. We treat all children as individuals and work extremely hard to identify needs early, seek advice from outside agencies as needed and ensure that all children are able to maximise their progress, whatever their starting point.

We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.

The SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice, together with the Equality Act 2010.

The SEND Team at Awbridge Primary School

Inquiries about an individual child's progress should be addressed at first to the class teacher since he / she is the person who knows the child best. Other enquiries can be address to Mrs Chloe Hillier, Leading Teacher for Inclusion or Mrs Jenny Kittley-Davies, Executive Inclusion Manager, SENCo. Please make an appointment with the school office or via Mrs Chloe Hillier if you wish to speak to the SENCo.

Headlines from the SEN 2014 Code of Practice

- From September 2014 no more 'statements' have been issued by the Local Authority. Statements have been replaced by 'Education, Health and Care Plans' (EHCPs) which can be used to support a child all the way through education from birth to 25 years.
- 'School Action' and 'School Action Plus' have been replaced by one school based category of need known as 'Special Educational Needs Support' ('SEN Support')
- All children are closely monitored, and their progress tracked each term. Those at SEN Support are additionally tracked by the SENCo and Leading Teacher for Inclusion.
- There are four broad categories of SEN:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health
 - Physical and Sensory

We have children in all of these categories of SEN.

We work closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child.

- All children benefit from 'Quality First Teaching'. This means that all teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions, either individually or in small groups, to target particular skills
- We have high expectations of all of our children. Our aim is that all children on our SEN register make progress which compares well with the progress made by other children in school and also with children who have SEN nationally

Defining SEN

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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 schools. *Taken from 2014 SEN Code of Practice: 0-25 Years – Introduction xiii and xiv.*

SEN at Awbridge Primary School

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard, making expected rates of progress
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils
- To ensure that all staff have access to training and advice to support quality first teaching and learning for all pupils

Around 12.5% of our children are currently at SEN Support or have EHCPs (Education, Health and Care Plans). This is similar to the national average and as it equates to approximately 4 children in a class of 30, all teachers expect to have children with SEND in their classes.

Types of SEND which we currently have in school, during 2017-18, include children with a formal diagnosis as well as those with learning profiles consistent with a diagnosis:

Communication and Interaction

- Autistic spectrum and language delays / disorders
- Speech sound delays / disorders
- Social communication difficulties

Cognition and Learning

- Dyslexia, dyspraxia and dyscalculia
- Moderate learning difficulties
- Global developmental delay

Social, Emotional and Mental Health

- ADHD and ADD
- Emotional difficulties and attachment disorders
- Mental health difficulties

Physical and Sensory

- Physical disabilities, including fine and gross motor problems

Identifying Children at SEN Support

Children with SEN are identified by one of two assessment routes, both of which are part of the overall approach to monitoring the progress of all pupils:

- The progress of every pupil is monitored and discussed at termly pupil progress meetings. Where children are identified as not making progress (using teacher assessment data and results from standardised tests) in spite of Quality First Teaching they are discussed with the SENCo / Leading Teacher for Inclusion, an initial concerns form is completed and, where necessary, a plan of action is agreed
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 SEN Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - 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 the child and their peers

If parents have got concerns, they can also request that we look more closely at their child's learning. We take all parental concerns / requests seriously and investigate them all. Frequently the concern can be addressed by Quality First Teaching or some parental support. If this is not the case, a period of monitoring will take place and the child may then be placed at SEN Support on our SEND register.

The SENCo and various staff members are qualified to undertake a range of standardised tests with children. These assessments can be used by the SENCo and Leading Teacher for Inclusion to add to and inform a teacher's own understanding of the needs of the child.

Although the school can identify special educational needs, and make provision to meet those needs, we cannot offer other diagnoses. Parents are advised to contact their GP if they think that their child may have ASD, ADHD, a mental health issue (e.g. heightened anxiety) or some other medical problem / disability.

Working with Parents and Children

We aim to have good and informative working relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (Autumn and Spring terms) or during informal meetings to discuss the child's progress. It should not come as a surprise to a parent to learn that their child is being identified as having SEN.

Once a child has been identified as having SEN, the class teacher will invite the parents to a meeting to:

- Formally let them know that their child is placed on the SEN register at SEN support
- Discuss the assessments that have already been completed
- Agree and plan the provision for the coming term, including some SMART (specific, measurable, achievable, realistic and time-specific) short-term targets to work towards

The provision put in place is then monitored every term / half term, depending on the needs of the child and the programme being delivered. Progress towards the targets set is monitored and, where appropriate, new targets and provision are set. This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

Paperwork for Children at SEN Support

Once a child has been identified as needing SEN Support, an Individual Pupil Profile (IPP) is produced and/or reviewed. The plan records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1:1 or in a small group) put in place to enable the child to achieve these targets. We will liaise with any external agencies as appropriate during this time, ensuring that we follow their recommendations and advice.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at the SEN Support level, we may apply for the child to be assessed for an EHCP. Generally we apply for an EHCP if:

- The child is looked after and/or likely to move schools frequently (e.g. service families) and therefore additionally vulnerable
- The child has a disability which is lifelong and which means they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision

Children who we think will manage in mainstream schools, albeit with support, are less often assessed for EHCPs. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHCP. In September 2016 Hampshire also introduced 'Top-Up Funding' which schools can apply for on behalf of an individual child, allowing their more complex SEN needs to be met quickly and effectively.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in

class, with work that is suitably challenging. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a Learning Support Assistant (LSA). Teachers are responsible for the learning (progress and attainment) of all of the children in their class and aim to spend time each day working with all children, including those with SEND, individually or as part of a group.

When allocating additional LSA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are listed on a provision map. When considering an appropriate intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child. Where the needs are complex and there is more than one main area of need, the needs are prioritised and only 1 or 2 are addressed at a time. Targets for children at SEN Support are deliberately challenging in the attempt to close the attainment gap between them and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher, who monitors progress towards the targets during the intervention, and by the Leading Teacher for Inclusion and SENCo, who monitor overall progress after the intervention.

- Interventions are planned in 6-8 week blocks but usually run for a term with time to apply and embed the learning in class work
- At the end of each block, children's progress towards their targets is assessed and recorded
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, to allow a period of consolidation in class or to focus on another area of need

The SENCo and Leading Teacher for Inclusion monitor interventions to identify 'what works' and to calculate value for money.

Adaptations to the Curriculum Teaching and Learning Environment

Awbridge Primary School is easily accessible. The school is on one level, corridors are wide and we have an easy access toilet with additional changing facilities. Other adaptations to the physical environment can be made, as appropriate, to accommodate children with other sensory disabilities.

All of our classrooms are inclusion-friendly. We aim to teach in a way that will support children with tendencies towards Dyslexia, Dyspraxia, ASD etc. to achieve. It is good practice to support all children in this way, but it is vital for those who particularly need it. All of our children access the full National Curriculum and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources. Where children qualify for adapted access arrangements (e.g. for K.S.2 SATs tests - extra time, rest breaks, having a reader or a scribe etc.) we apply for these and ensure they are followed through, giving all pupils the opportunity to achieve to the best of their ability.

Access to Extra-Curricular Activities

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodations and adaptations to meet the physical and learning needs of our children.

Class trips are an important part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of their SEN, disability or medical needs.

Staff Expertise

All of our teachers are trained to work with children with SEND. Some are very experienced and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities regularly through access to in-house or Local Authority courses, provision of books or guidance towards useful websites.

If we identify information we cannot access without the aid of additional, more specialist help, the school is able to refer individual children to or buy-in additional expertise from the Local Authority. This includes access to Educational

Psychologists, Advisory Teachers and Therapists (Speech and Language Therapists, Occupational Therapists and Physiotherapists).

Children with Social, Emotional and Mental Health Needs

Behaviour is not classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete a Team Around the Child meeting with the family and support the child through that process. We can also refer to the Early Help Hub who can provide support and signpost additional services that exist in the local area.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS. School can also initiate this process.

If the child is felt to have long-term social, emotional or mental health needs (for example anger management issues), the school can offer a range of structured programmes to support in these areas. These programmes are generally delivered by our school ELSA or our Family Support Worker who are both trained and develop good, trusting relationships with the children and / or the families.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEN and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

Transition Arrangements

Transition Into and Within School

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs / lockers are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

Transition reviews for Year 6 pupils are held in the Spring Term of Year 6. The secondary school SENCo is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training and summer school programmes.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governor with particular responsibility for SEND is Mr Ben Maddison. He meets with the Executive Inclusion Manager (SENCo) and/or Leading Teacher for Inclusion at least termly to discuss the actions taken by the school.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupil's needs. All complaints are taken seriously and are heard through the school's complaints policy and procedures.

Hampshire's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Hampshire's Local Offer is available from the website http://www.hantslocaloffer.info/en/Main_Page

It is the One Stop Shop for Hampshire children and young people with additional needs and disabilities. It includes information about activities and breaks available for Hampshire children with SEND as well as information for parents about benefits, and explains how Hampshire aims to support children through education, health and social care.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout the school.

Review Framework

This policy will be reviewed annually (or sooner in the event of revised legislation or guidance) and with a range of stakeholders.

Signed:

Head of School

Date: January 2018

Signed:

Chair of Governors

Date: January 2018

Review Date: September 2019