



Special Educational Needs and Disability (SEND) policy



SEND Co-ordinator: Jade Clark senco@suttonpark.hull.sch.uk
SEND Governor:

Updated: September 2017
Review date: September 2018

Other related academy policies that support this SEND policy include: Attendance, Asthma, Child Protection, Complaints, Educational Visits, First Aid, Health & Safety, Intimate Care, Physical Intervention, Staff Code of Conduct and Medical.

Introduction:

At Sutton Park Primary School we endeavour to ensure that children with SEND are fully integrated into all elements of school life and the curriculum. We recognise both the strengths and areas of development of every individual, and are committed to offering an inclusive environment to ensure the best outcomes for all pupils.

Definition of Special Educational Needs (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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) “Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational 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

Definition of Disability

“A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day to day activities.”

Equality Act of 2010

Special Educational Needs for which provision is made

As defined by the code of practice 2014;

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have difficulties with social interaction, language, and communication.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), Profound learning difficulties (PMLD), and specific learning difficulties (SPLD)

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

The Graduated Approach

Where a pupil is identified as having SEN, the school should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form **of a four-part cycle**, through which earlier decisions and actions are **revisited, refined and revised**, with a growing understanding of the pupil's needs and of what supports the pupil in **making good progress and securing good outcomes**.

Assess

In identifying a child as needing SEND support the class teacher, working with the SENDCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and their attainment. It should also draw on other teachers' assessments where relevant, and the individual's development in comparison to their peers and national data. Assessment should include the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them where necessary.

Plan

Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENDCO should agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. Parents should receive regular updates on the progress of their child towards their targets.

Do

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class the class teacher should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching. The SENDCO should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and in advising on the effective implementation of support.

Review

The effectiveness of the support and interventions, and their impact on the pupil's progress should be reviewed in line with the agreed date.

The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. Schools must co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.

Staff development and partnership with external agencies

Professional development for staff:

- The SENDCO attends relevant training and disseminates the details to staff as appropriate, or individuals can access training that is necessary for their professional development.
- Relevant SEND issues are discussed at staff meetings. These are related to specific concerns, or that staff are kept up to date with current legislation and changes.

Support services available:

- Advice and support from outside agencies is available if requested by the school.
- We believe that effective action on behalf of children with SEND depends upon close cooperation between the school and other professionals, e.g. the LA, SEND, support services, health services, social services, etc.

Links with other agencies:

- The school is committed to involving parents/carers whenever it is possible. This is a commitment to all parents, but is especially important in the case of those whose children are identified with SEND
- Records of all children are sent to the receiving schools for their attention. The SENCo endeavours to discuss with receiving staff any children identified as needing additional or different support to enable continuity of provision.
- Please see appendix 1 for a full list of external agencies.

Partnership with parents:

The SEND code of Practice 2014 highlights that “Parents know their children best, and it is important that all professionals listen and understand when parents express concerns about their child’s development.” At Sutton Park Primary School we are committed to developing positive relationships with all parents, including the parents of SEND pupils.

- We share information with parent/carers in informal conversations and individual meetings.
- Parents are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both at school and at home.
- Parents are signposted to additional external agencies where appropriate.

Pupil participation:

- Children will engage in discussions about expectations and individual targets, and will be part of the process evaluating how they are progressing;
- They should talk about their next steps and educational aspirations with their peers and professionals working in school and with their parents at home.

Roles and responsibilities:

Governors

The SEND code of Practice places a legal duty on governors to check what is happening in the school, and that special educational provision is put in place. The governor with responsibility for SEND is:

The governing body should:

- Ensure that provision is made for pupils with SEN;
- Ensure that the needs of pupils with SEN are made known to all who are likely to teach them;
- Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEN;

- Consult the LA and the governing bodies of other schools, when necessary or desirable in the interests of coordinated special educational provision in the area as a whole;
- Ensure that a child with SEN joins with all pupils in the activities of the school together, so far as is reasonably practical and compatible with the child;
- Report to parents on the implementation of the school's policy for pupils with SEN;
- Have regard for the Code of Practice when carrying out its duties to pupils with SEN;
- Ensure that parents are notified of the decision of any extra provision being made for their child;
- Governors are involved in developing and monitoring the policy.
- They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources;
- The quality of SEN provision is continually monitored, evaluated and reviewed;
- SEN provision is an integral part of the school development plan.

The Head Teacher

Mrs Karen Tanner has overall responsibility for all children, including those with SEND. The Head Teacher should:

- Ensure regular liaison with the SENDCO.
- Ensure appropriate training takes place to support pupils with SEND.
- Ensure that the SENDCO is able to monitor the effectiveness of SEND regularly.
- Is responsible for the management of all aspects of the pupils school life, including SEND provision.

The SEND Co-ordinator

Jade Clark is the SENDCO at Sutton Park Primary School. The SENDCO has responsibility for :

- Overseeing the day-to-day operation of the SEN policy;
- Co-ordinating provision for children with SEN;
- Ensuring there is liaison with parents and other professionals in respect of children with SEN;
- Advising and supporting other practitioners in the school;
- Contributing to the CPD of the staff;
- Ensuring the appropriate IEPs/support plans are in place, that relevant background information about children with SEN is collected, recorded and updated;
- Liaising with external agencies, including the LA's and educational psychology services, health and social services, and voluntary bodies;
- The organisation and administration of medication and additional support for children with medical needs both long term and short term through risk assessments and Individual Health Care Plans.

All teaching staff are responsible for children with SEN with support from additional practitioners, teaching assistants and outside agencies.

We link with health and social service departments, and the local authority.

- City Psychological Services;
- Language unit;
- White house unit;
- School health service;
- Health visitor;
- Kids – parent partnership;
- Speech therapist;
- Children’s centre;
- West end unit and family support;
- Barnardo’s and any other relevant charitable organisations;
- Northcott special school outreach;
- Tweendykes and Ganton outreach;
- Occupational Therapists;
- Physiotherapists;
- IPaSS;
- CAHMS (Hull) Child and Adolescent Mental Health Services;
- Other schools within our Bransholme cluster group and MAT.

Class Teachers

- To meet the needs of SEND pupils in class through quality first teaching and planned interventions.
- To proactively involve parents and pupils in the planning and reviewing process, and to provide timely progress updates.
- To raise concerns about individual pupils with the SENDCO.
- To monitor and record the progress of pupils with SEND, and evaluate this alongside the SENDCO.
- To request and attend relevant training where appropriate.

Evaluating SEND provision

- We will continually review and report on the effectiveness of the policy. This will include the number of children identified and their progress, the levels of parent/carer involvement, materials and equipment used, resource allocation, liaison with other establishments, details of staff continual development and priorities for the year.
- The SENDCO will monitor planning and analyse pupil-tracking data and test results and produce the SEN information documents annually.
- The school operates an ‘open door policy’ with regard to parents. They are welcomed to come to school at any time to discuss provision for their child with the Class teacher, SENDCO or Head Teacher.
- Parents are invited to contribute to termly discussions regarding their child’s progress.

Local Offer

The new SEND code of Practice 2014 states that Local Education Authorities must provide information on personal budgets as part of the Local Offer.

<https://www.connecttosupport.org/HULLLOCALOFFER>

In education, funding for personal budgets can be applied for when a child requires more specialist or individualised provision as opposed to the services the school is expected to provide as part of the local offer. This would be requested as part of the planning process during an EHCP Plan, or at an Annual Review.